

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
“ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ им. А. Н. КОСЫГИНА
(ТЕХНОЛОГИИ. ДИЗАЙН. ИСКУССТВО)”

СОЦИАЛЬНЫЙ ИНЖЕНЕР 2022

ВСЕРОССИЙСКАЯ НАУЧНАЯ КОНФЕРЕНЦИЯ
МОЛОДЫХ ИССЛЕДОВАТЕЛЕЙ С МЕЖДУНАРОДНЫМ УЧАСТИЕМ

«СОЦИАЛЬНО-ГУМАНИТАРНЫЕ ПРОБЛЕМЫ
ОБРАЗОВАНИЯ И ПРОФЕССИОНАЛЬНОЙ САМОРЕАЛИЗАЦИИ»

СБОРНИК МАТЕРИАЛОВ

7 ЧАСТЬ

МОСКВА 2022

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(ТЕХНОЛОГИИ. ДИЗАЙН. ИСКУССТВО)»**

**Всероссийская научная конференция
молодых исследователей
с международным участием
«Социально-гуманитарные проблемы образования
и профессиональной самореализации»
Социальный инженер-2022**

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ТЕНДЕНЦИИ В СОВРЕМЕННОМ ОБРАЗОВАНИИ

LES TENDANCES DANS L'ENSEIGNEMENT CONTEMPORAINE

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Le taux de changement dans le monde et dans la société augmente avec chaque génération. Les enfants ne peuvent pas imaginer comment vivre sans téléphone, et les adultes ne peuvent pas imaginer quelles professions ils devront apprendre à l'avenir. Probablement, ces professions n'existent même pas encore. Pour préparer efficacement les enfants à l'âge adulte, il est nécessaire de résoudre des problèmes auxquels l'ancien système éducatif n'a même pas été confronté. Par conséquent, l'approche de l'éducation dans le monde change et ces changements affectent également l'éducation russe. Considérons les dernières tendances en matière d'éducation pour 2022.

1. Numérisation et culture numérique.

Cette tendance va durer longtemps. Les technologies numériques, de l'industrie du divertissement à la surveillance médicale et à la création de bases de données nationales, occupent une place de plus en plus importante dans le monde. La mondialisation du monde et l'augmentation de la demande d'éducation - une autre raison de plonger dans le monde d'Internet.

Les étudiants étrangers peuvent étudier dans une Université prestigieuse, même sans quitter le pays. Les universités peuvent créer des formations en ligne et accepter beaucoup plus de candidats que ce qui serait possible sur un formulaire à temps plein. Les personnes handicapées élargissent leur gamme de connaissances directement à la maison. L'enseignement à distance était en cas de pandémie. Ce sont tous des exemples de technologie numérique dans l'éducation.

La priorité de l'éducation moderne est de mettre la technologie numérique à la disposition de chaque élève, qu'il s'agisse d'enfants issus de milieux défavorisés, de villages éloignés et sourds ou d'enfants handicapés. L'égalité des chances en matière d'éducation est l'une des tâches essentielles de notre société et de notre État.

La culture numérique comprend non seulement la capacité d'utiliser des gadgets modernes, mais aussi un domaine d'expertise important pour les enfants – la sécurité numérique.

2. Micro-formation. Technologie Agile et Scrum.

La pensée clip est une particularité des enfants de la génération numérique. C'est ainsi que le cerveau s'adapte à l'énorme surcharge informationnelle et émotionnelle dans laquelle vit l'homme moderne. Ce n'était pas le cas dans notre enfance, encore moins nos ancêtres. Ajuster l'éducation aux particularités de la pensée clip est la bonne approche. Après tout, la pensée clip présente également des avantages: grande vitesse de traitement de l'information, sa nature multicanal, la possibilité de travailler en mode multitâche. Mais pour cela, on doit payer avec une concentration d'attention réduite, une distraction, un oubli.

Cette propriété de la pensée de la nouvelle génération d'enfants a donné une impulsion à l'émergence d'un format tel que le microformation ou les approches Agile et Scrum dans l'éducation.

Agile et Scrum sont des méthodologies, des technologies informatiques. Ils ont été conçus pour résoudre des problèmes avec un grand niveau d'incertitude et la nécessité de trouver de nouvelles voies non standard. Maintenant, les écoles secondaires, les collèges et les établissements d'enseignement supérieur intègrent également ces formats d'enseignement dans le processus éducatif.

3. Gamification. Technologies de la réalité virtuelle.

Le niveau de technologie du monde moderne affecte la perception des enfants. Maintenant, ils s'ennuient simplement d'étudier les livres et de les décrire, ils ont besoin d'engagement à l'aide d'informations visuelles, tactiles et audio. Acquérir des connaissances en faisant une expérience ou en accomplissant une quête est beaucoup plus efficace que de lire à ce sujet dans les manuels scolaires. Par conséquent, les technologies interactives, les Technologies des réalités virtuelles (RV) et (RA) évoluent.

De nombreuses écoles ont déjà des tableaux blancs interactifs ou des panneaux interactifs sur lesquels on peut démontrer visuellement la division cellulaire ou la simulation de la création de l'Univers. Et si on ajoute à cela des lunettes VR, cela plonge les enfants dans l'épicentre même du processus! Et ils se souviendront sûrement d'une telle expérience engageante.

4. Apprentissage adaptatif et orientation vers les «soft skills»

Le système d'unification de l'enseignement et de standardisation de tous les élèves sous un même niveau appartient au passé. Si auparavant il y avait déjà des étapes vers une approche plus flexible sous la forme de cours de mathématiques et de sciences humaines, maintenant le système scolaire est allé encore plus loin.

L'apprentissage adaptatif est une méthode d'enseignement qui tient compte des intérêts et des forces de chaque élève et lui offre le niveau de complexité, le rythme d'apprentissage et les méthodes de présentation de l'information requis pour un enfant en particulier. Un modèle d'apprentissage flexible s'adapte au développement des qualités et des talents personnels, laissant les sujets sans intérêt pour l'enfant à un niveau de base minimum.

L'apprentissage adaptatif déplace l'attention des connaissances théoriques non liées à la vie vers la pratique, l'étudiant se plonge dans le développement pratique des connaissances du sujet et son application dans la vie réelle.

Une autre particularité importante est l'orientation vers les «soft skills» ou compétences souples, qui ne pas sont liées à aucun domaine ou profession. Maintenant, ils sont nécessaires à tous les spécialistes qui veulent se développer de manière productive.

5. Le changement du rôle de l'enseignant.

Une tendance importante de l'éducation dans le monde entier est de changer le rôle de l'enseignant. Maintenant, il n'est pas la seule source de connaissances, car toute information peut être trouvée sur le réseau. Dans le réseau, il existe des manuels, des conférences, des cours vidéo dans toutes les matières du programme scolaire. Et la tâche principale de l'enseignant est de guider le processus éducatif, d'aider, de conseiller, d'impliquer dans l'apprentissage. Captiver le sujet, susciter l'intérêt, forcer à rechercher des informations par vous-même est une tâche très difficile, compte tenu de la surpopulation de nos vies avec des flux d'informations.

Les anciennes méthodes de lecture de conférences, puis d'exécution de tâches de contrôle, fonctionnent très inefficacement. Il est nécessaire de connecter de nouvelles technologies, de construire une leçon, de passer à différents canaux d'information, de la rendre plus vivante et divertissante.

Et une tâche encore plus importante de l'enseignant moderne est d'enseigner aux enfants la pensée critique. Auparavant, la source principale était les livres, maintenant les livres sont relégués au second plan sous l'assaut de divers médias. Apprendre à vérifier des informations, à choisir des sources fiables, à rechercher des faits plutôt que des réactions émotionnelles – développer une pensée critique devient plus pertinent.

Ainsi, les deux années de transformation rapide de l'éducation en cours ont conduit de nombreuses pratiques et technologies, qui étaient expérimentales il y a quelques années, à devenir la norme. Les nouvelles technologies numériques créent des pratiques éducatives différentes et façonnent la prochaine génération de plate-forme technologique pour l'éducation.

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СЕТЕВАЯ ЖУРНАЛИСТИКА: СПЕЦИАЛЬНОСТИ БУДУЩЕГО

NETWORKED JOURNALISM: PROFESSIONS OF THE FUTURE

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Networked journalism refers to a diffuse capacity to record information, share it, and distribute it. In our world, information and communication are organized around the Internet. So, the notion of the isolated journalist working alone, whether toiling at their desk in a newsroom or reporting from a crime scene or a disaster, is obsolete. Networked journalism considers the collaborative nature of journalism. Professionals and amateurs work together to get the real story, link to each other across brands and boundaries, share facts, questions, answers, ideas, perspectives. It recognizes the complex relationships that will make news [1]. And it focuses on the process more than the product. Professional competencies in networked journalism differ from the traditional profession of journalist. The mentioned differences are relatively deep in their nature, mostly due to the vital evolution of mass media genres and because of the drastic changes in the organizational structure of online media. The perspectives of network journalism are adequately noticeable. In the near ten-fifteen years, network journalism will become dominant or even the only one form of the profession. Networked journalism might move beyond the rather simple forms of 'interactivity' that are in use nowadays. Some new knowledge in the areas of applied and analytical mathematics, theory of algorithms, network science, clinical and cognitive psychology, social statistics, and group management will be added to the list of already existing functional opportunities and responsibilities of a journalist. Journalists need different skills as they move around networked spaces. It is essential for journalists to understand the rules of engagement when selecting content from a crowd, just as they need to know how best to verify information or avoid deception [2]. As network journalism evolves, it could give rise to declining investment in training for journalists. On the contrary, it could stimulate new models of training and news processes that may result in enhanced trust from the public. Consequently, changes in quality and quantity will lead to the formation of new specialties in network journalism [3].

Talking about the perspective career trajectories, the main specialization in network journalism is a multimedia storyteller. They are responsible for creating precise and relevant multi-platform media products of authorship. Multimedia

storytellers are also able to film news stories in the style of news television; write almost any standard newspaper and magazine text; work with visual and audio components of the content at the level of a particularized employee. A production of a fascinating and captivating story is their key ability.

The second essential specialization is information director, a kind of evolution of the specialty of the producing editor. An information director is usually called a producer. The task of an information director, who, by the way, may not even have the basic skills of authorship, is in the ability to 'mount' other people's stories, to present the sequence of consumption and offer solutions in the field of content or form that lengthen this consumption, make it loyal or emotional. Information director on TV is a host who organizes the content of their program with the aim of achieving maximum audience success. On websites, the information director is an art director, finding components that integrate content and presentation.

The third substantial specialization is as an audience relations expert. In modern transitional editorial offices, they are often called 'social media editor' or SMM-editors. However, it does not act as their main function. The task of an audience relations expert is to complete and enrich network journalism authors' and directors' work regarding obtaining and exploiting the reaction of the required audience. The competencies of such a specialist are based on the wholly journalistic abilities to listen and take notice, to extract meta-sense from myriad reactions and statements.

Among the new and rather demanded competencies of network journalism, community management specialists deserve special attention. Networks inevitably form stable communities united by interests, views, similar reactions, etc. There are several such communities in the audience of any media. These temporary and permanent social nodes are of great value to editorial offices. They can create and help distribute content or act as an information filter for specific content. Indeed, such communities are "extensions" of the editorial office. The ability to manage the behavior of such a community is a special, new competence of network journalism.

Although education levels are increasing overall, media communication, including the network one, must simplify. This is done by making complex data visual. An example is an infographic. It is not only news in pictures, but above all, the offer of storytelling based on data that is theoretically available to the consumer, but which understanding requires time, tools, attention, and care. Infographics came to mass media a long time ago, but became a separate genre and an individual specialization in network journalism only with the advent of a large amount of analyzed digital data. Infographic specialists can – with the help of interesting pictures – tell you about a flight to Mars or about a billionaire's wealth. However, they gain true power over the audience when they transform

very complex sets of numbers and their relationships with each other into understandable visual symbols. For example, governmental budget, international trade, payment of taxes or voting parliament. Infographics have not only a strong audience effect – media consumers tend to spend a lot of time analyzing and examining a well-made interactive model – but also a strong viral distribution effect. Having gained 'power over data' through infographic specialists, consumers enthusiastically share it and its revelation with their contacts, especially on social media. As the importance of data in the life of the common person grows, the authorial and social possibilities of infographics as a genre grow even faster. The ability to tell a story hidden in columns of numbers and to produce the work of mathematical analysts, designers, programmers, and audience relations experts are the key journalistic competencies in the field of infographics and the fascination of visual presentation of data.

The longest sports match – for example, the final match in football – can take up to three hours of live coverage. The commentator in such a marathon continuously speaks or writes (in the case of a text broadcast) providing an imitation of the interlocutor with whom you are watching the corresponding report in addition to the effect of presence. However, it is not just sports that create the conditions for real-time reporting. It could be elections, a fateful meeting of parliament, military operations, or a lawsuit. The competencies of a real-time reporter have become very popular lately. Their task is not only instantaneous, but also emotionally involving accompaniment of live broadcasts from the scene, regardless of whether it is visible or invisible to the consumer. The value of the network 'accompaniment' of a television event also lies in the fact that this accompaniment is in no way connected with the genre framework of television. An on-air commentator on a majestic event – the inauguration of the president, or the presentation of awards – can not, according to the laws of the genre, joke about the ceremony itself, the participants, or the audience of this pathos. The network's external commentator not only can, but is obliged, because, among other things, they solve the issue of lowering the status of the broadcaster – and must do this with ironic pleasure.

The network journalist is the professional of the future. Every journalist becomes a node in a network that functions to collect, process, and distribute information. For them, there should be no restrictions on the medium, since they can use all the possibilities of the digital network. When considering the future of professional development, one should focus not on existing specializations within journalism but on those that seem to be most in demand by today's and tomorrow's industry.

Networked journalism refers to a diffused capacity to record information, share it, and distribute it. In a world in which information and communication are organized around the Internet, the notion of the isolated journalist working alone,

whether toiling at his desk in a newsroom or reporting from a crime scene or a disaster, is obsolete. Networked journalism is a takes into account the collaborative nature of journalism now: professionals and amateurs working together to get the real story, linking to each other across brands and old boundaries to share facts, questions, answers, ideas, perspectives. It recognizes the complex relationships that will make news. And it focuses on the process more than the product. Professional competencies of networked journalism differ from the traditional profession of journalist. The mentioned differences are relatively deep in their nature, mostly due to the vital evolution of the mass media genres and because of the drastic changes in an organizational structure of online media. The perspectives of network journalism are adequately noticeable. In the near ten-fifteen years, network journalism will become dominant or even the only one form of the profession. Networked journalism might move beyond the rather simple forms of 'interactivity' that are in use nowadays. Some new knowledge in the areas of applied and analytical mathematics, theory of algorithms, network science, clinical and cognitive psychology, social statistics and group management will be added to the list of already existing functional opportunities and responsibilities of a journalist. Journalists need different skills as they move around networked spaces. It is essential for journalists to understand the rules of engagement when selecting content from a crowd, just as they need to know how best to verify information, avoid deception, or how to act with integrity. As network journalism evolves, it could give rise to declining investment in training for journalists or, on the contrary, it could stimulate new models of training and news processes that may result in enhanced trust from the public. Consequently, changes in quality and quantity will lead to the formation of the new specialties in network journalism.

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Although the overall level of education in the world is constantly increasing, mediacommunication, including the network one, is compelled to permanently resort to simplification, one of the variations of which is a visual representation of complex data, colloqually referred to as infographics. It is not only news in pictures, but above all, the offer of storytelling based on data that is theoretically available to the consumer but its understanding requires time, tools, attention and care. Infographics came to the mass media a long time ago but became a separate genre and an individual specialization in network journalism only with the advent of a large amount of analyzed digital data. Infographic specialist is able to – with the help of interesting pictures – tell about a flight to Mars or about billionaire’s wealth. However, they gain true power over the audience when transform into understandable visual symbols very complex sets of numbers and their relationships with each other. For example, governmental budget, international trade, payment of taxes or voting parliament. Infographics have not only a strong audience effect (media consumers tend to spend a lot of time analysing and examining a well-made interactive model) but also a strong viral distribution effect. Having gained “power over data” through an infographic specialist, consumers enthusiastically share it and its revelation with their contacts, especially in social media. As the importance of data in the life of the common person grows, the authorial and social possibilities of infographics as a genre grow even faster. The ability to tell a story hidden in columns of numbers, the ability to produce the work of mathematical analysts, designers, programmers, and audience relations experts are the key journalistic competencies in the field of infographics and the fascination of visual presentation of data.

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**АКТУАЛЬНОСТЬ РАЗВИТИЯ
СИСТЕМЫ ДОПОЛНИТЕЛЬНОГО
ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ**

**RELEVANCE OF THE DEVELOPMENT OF THE ADDITIONAL
PROFESSIONAL EDUCATIONAL SYSTEM**

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The given article is devoted to the question of additional professional education as a type of education received in addition to the average professional or higher education. Additional professional education is an important element of the modern education system. It responds to people's needs to improve their educational and professional skills in a dynamic labor market. Then, the challenges posed by today's tough economic landscape have made for an even more competitive job market in recent years. Continuously improving your skills is one surefire way to stay ahead of the competition and advance your career. According to statistics, the level of technological development does not stand still and every year replenishes its volume by 5% of theoretical knowledge and 20% of practical knowledge [1]. Therefore, additional professional education is simply necessary in such a situation. It helps a specialist to change his level of professionalism and meet new market requirements. Sooner or later in the life of

every specialist there comes a moment when the existing knowledge and skills are insufficient. Once acquired, knowledge inevitably becomes obsolete. To date, the successful development of the country cannot be achieved without an effective personnel policy that ensures the competitiveness of the state, therefore, the importance of providing additional income increases every year. Today, DOP is one of the most effective ways to provide the market with qualified workers that meet modern demands and needs of organizations. This education enables everyone who already has a diploma to learn a new specialty, improve their skills, and gain new experience.

Additional professional education in the university is of great importance and plays an important role, for example:

- to increase the level of knowledge of graduates, therefore, to increase their competitiveness in the market;

- to promote professional mobility and social security of specialists with higher education;

- to contribute to the rapid response of higher education to the changing demands of the state and society, that is, increasing the flexibility and sustainability of the vocational education system;

- to ensure the acquisition of qualifications, the preparation for which is not provided for by the main programmes of higher education;

- to expand the possibilities for realizing the personal educational and professional interests of students (because most often it is thanks to additional programmes that students “find themselves”, especially since the choice of an additional program is carried out purposefully by a rather mature person who evaluates his interests and opportunities);

- to provide a high level of quality of education due to the significant motivation of students (the development of the programme is carried out strictly at will) [2].

So, additional professional education today is one of the most effective ways to provide the market with qualified workers that meet modern demands and needs of organizations. This education enables everyone who already has a diploma to learn a new specialty, improve their skills, and gain new experience. Degreed professionals are not a rare thing in the world today. When you apply for a job, you are competing with numerous other people with the same qualifications. Additional professional education can make all the difference in helping everyone land new job opportunities since he or she stands out from the crowd. Getting advanced certifications isn't just about adding credentials to your resume. You are also learning valuable skills that you can apply to your day-to-day job. This can help you become better at regular tasks that might otherwise be time-consuming. You can also take on new responsibilities that you once weren't qualified for. Additional professional education is a really valuable way to get

promotions and advance one's career. Continuing education can help you improve job performance. You'll also have special skills when it is the time for the boss to give out a promotion. Hard work is only one important part of climbing the career ladder. Learning new skills can make it easier to get more work done and do a better job overall. Society likes to make people think they need to choose a single career "path" to succeed in life. So, everyone invests in getting a very narrow education without broadening their horizons to other interesting subjects. But if you give yourself the opportunity to learn about topics outside your chosen field, you will likely develop some new interests. You might even discover you have an innate talent for a field you never explored before. When you take the time to dabble in different fields and get a holistic education, there's just more opportunity to follow paths that truly interest you. You might be able to incorporate these new skills into your current job. Or, you could end up changing careers completely to pursue a new dream.

And more. Having a few extra relevant certifications or training experiences can be just the thing you need to beat the competition. Even if it's just a 4-week program that you completed online, it goes on your resume to show potential employers that you have something extra that others don't. This can make all the difference in helping you land new job opportunities since you stand out from the crowd.

Until recently, additional professional education has focused on the adult population. No wonder as production today in different spheres is developing, new technologies are emerging. However, yesterday's students are increasingly becoming clients of additional education. Why is this happening? It is all about the so-called "compromise" choice of profession. Applicants choose not what they want and what is in demand, but what is available and fashionable. As a result, by the 4th year, half of the group is eliminated, and among those who still finish their studies, only four or five really want to work in their specialty. The only way out of the situation is to get additional professional education. Also, another prerequisite for the development of the system of further vocational education at the university is objectively the issue of employment. Graduates often face this problem. This may be due to the changed situation in the specialty, the situation on the labor market or government policy. Regardless of the reasons, a situation is becoming common when a young specialist gets a job outside of his specialty or is forced, after a certain period of time, to change his job to a more profitable one or one that meets other criteria, but also not in his specialty. Fortunately, the system of Russian additional education provides a choice. Currently, educational institutions for advanced training implement the following types of additional professional education. They are:

advanced training: short-term, long-term,
thematic and problematic seminars;

professional retraining: to obtain a completely new qualification, to receive additional training;
internship [3].

In the system of preschool education, as well as in the entire education system of the Russian Federation, there are constant changes. The most important aspect in this matter is the development of the principles of regional educational policy in the field of additional professional education, which will make it possible to identify the mechanisms and conditions for solving regional problems. The importance of the development of additional professional education is characterized by the creation of innovative areas in all spheres of life, when there is a constant change in knowledge and technology. In order to be constantly in demand in such conditions, you need to constantly improve your professional skills, provide retraining and advanced training. Therefore, additional professional education is a significant priority for the country's policy.

So, learning is an endless process. Study further and diligently is one of the critical methods to expand your infinite visions. Only when you upgrade your education, you are able to experience the development context and advanced knowledge of each discipline.

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СОВРЕМЕННЫЕ СПОСОБЫ ОЗЕЛЕНЕНИЯ ЖИЛЫХ ПРОСТРАНСТВ

MODERN WAYS OF GREENING RESIDENTIAL SPACES

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The generation of millennials, or people born from 1981 to 2000, again "discovered" a lot of things that were familiar to the older generation. Among them - the collection of waste paper, string bags and co-livings, dormitories, and more recently, indoor plant growing. Previously, mostly middle-aged women exchanged sprouts and grew exotic plants from seeds on window sills. Now it has become a fashionable hobby among urban youth. Furthermore, quarantine, when people had to spend a lot of time in city apartments, only intensified this trend. People began to actively plant balconies and decorate their homes with zamioculcas, succulents and ficuses.

The first impetus to the popularity of plants was the book by Igor Yosifovich and Judith de Graf "Urban jungle", published in 2016 [1]. Initially, this was the name of the community of plant lovers. Later, its creators and inspirers wrote a book in which they talked about what a home jungle is and how to fit them into the interior of a modern apartment. Now the blog has more than a million readers, and its principles and aesthetics affect people around the world.

The creators of the blog and the authors of the book are Igor Yosifovich and Judith de Graf. They are both keen on interior design, travel and, of course, plants. This is what allowed them to write a bestseller, which became a guide and a reference book for many. The concept of Urban Jungle is a beautiful and eco-friendly way to decorate your apartment with plants. The difficulty is not only to arrange the flowers beautifully, but also to do it as competently as possible, based on their care needs. For example, putting a succulent in the far corner of a dark room is not the best idea. It will delight you for a couple of weeks, perfectly fitting into the overall composition, but it will quickly die.

Judith and Igor promote a conscious approach to crop production and tell the stories of different people who were able to create this very urban jungle. In the blog, you can get inspired and take note of a couple of ideas on how to equip your apartment. The key is in the simplicity of design, strengthening skills and observation. Of course, it can not do without care tips and brief descriptions of

plants. This will help not to get confused in the store and pick up a plant that will be comfortable in your home. The authors of Urban Jungle are one of the pioneers in modern stylish crop production and exactly those who managed to popularise the idea. They are also inspired by Russian blogs that talk about the basic principles of creating your own garden or tropical jungle.

The pandemic has become a powerful driver of the growth of the indoor plants market not only in Russia, but also in the USA. In 2019, a record number of Americans aged 18 to 34 took up gardening, including the cultivation of indoor plants. The pandemic has greatly affected the sale of flowers: being locked in apartments, residents of cities began to buy them online. Pour, sprinkle, rearrange closer to the light, check each leaf, wipe the dust – this is a typical morning of a lover of home flowers. They call daily rituals a new form of meditation, and their collection can be several hundred copies. Plant lovers even have the expression "Plant lady is the new cat lady". At the same time, they should be diverse, which means that they require different care and special treatment.

It's no secret that plants improve quality of air. But this is far from the main reason why millennials are greening the premises. According to a SWNS survey, 75% of young people aged 25 to 39 buy plants to see if they are responsible enough to have a real pet. However, 67% of respondents still noted that growing plants turned out to be more difficult than they expected. 51% believe that plants improve the overall look and decor of the house [2]. It is highly believed that one can choose flowers or indoor trees suitable for any interior. As Marei, designer, photographer, blogger and heroine of the book Urban Jungle says: "Plants give the interior freshness. It's nice to be inside the house and among nature at the same time." [1] In addition, they look great in the photo. According to the hashtag #urbanjungle, 4.9 million publications can now be found on social networks.

The fact that the pandemic has led to an increase in the popularity of plants is not surprising. The fear of being locked up for a long time in four walls provokes a desire to create conditions at least remotely resembling natural ones – to furnish an apartment with living plants. It also fits perfectly into the modern fashion for everything "green" and "eco". People understand that they will spend a lot of time at home, so they create such a kind of home comfort. Plus, you can do plant transplants from pot to pot at your leisure, dig in the ground, that is, do manual labor, which distracts from general panic and reduces stress levels. This is confirmed by the SWNS survey: for 81% of respondents, adding plants to their space had a positive effect on their mental and physical health [2]. During the pandemic and quarantine, the general background of anxiety has greatly increased. Mentally, people regress, that is, they become more nervous, anxious, infantile, some deep fears arise. Against this background, the feeling of fear for your life and loneliness is aggravated, there is a desire to receive and give care. Someone gets pets, and someone prefers plants - they create a sense of the

presence of a living being, but at the same time do not cause trouble (do not gnaw furniture, do not make noise, do not spoil things).

This new trend has set the direction of development for various inventions. So designer Patrick Morris from Boskke came up with a new way of planting plants with the root up. "Sky Planter" pots are equipped with a special hook in the bottom, for which they can be hung wherever it is convenient: above the windowsill or kitchen sink, on the veranda outside or in the living room inside the house. Each pot is equipped with an internal water tank, whose task is to gradually distribute moisture to the roots of the plant, which will significantly reduce the frequency and number of watering [4]. It will be convenient for housewives who tend to "solder" flowers, and flowers that will be much more comfortable. Although, looking at the plants hanging upside down, you can't say that.

The invention of Patrick Morris will be appreciated by those people who prefer to grow greens for salads and seasonings in the kitchen on their own. So, you can plant parsley and dill, green onions and cilantro, sorrel and mint in Sky Planter pots, hang this "lawn" over the kitchen table, and then the necessary products will always be at hand.

To prevent the earth from waking up on the top of the head, the designers provided a protective cover-a grid for an unusual flower pot. For those who are going to grow not flowers in a hanging flower bed, but something larger, Boskke creates pots of different sizes. However, only in black and white colors. Such an unusual flower pot can be hung anywhere in the interior and at any height, thereby achieving significant space savings.

The second unusual invention is the "Click & Grow" Smart Pot. An incredibly stylish home plant cultivation station inspired by NASA's best practices. This small box is ready to provide everything that plants need: an LED lamp of a special spectral composition, a lighting timer, a huge tank with a monthly supply of water, an innovative "smart" soil that gradually releases nutrients and fertilizers [5]. Many sensors allow you to maintain the plant in optimal condition. Included with the basic set are three cartridges with basil seeds, and on the official website you can order many other seeds, such as tomatoes, strawberries, herbs and spices.

The third invention is "Parrot Flower Power". It is a wireless Plant Control Device. For sure, many of us are faced with such a situation: we buy or are given a beautiful plant, but we do not know how to take care of it or even have no idea what kind of plant it is. Naturally, we try to take care of it, but very soon the plant withers and dries up, and we do not know what is the reason for this. The Flower Power device developed by Parrot will help to properly care for flowers. For the first time, the Parrot Flower Power device was presented at CES 2013. This is a Bluetooth sensor for flowers, plants and vegetables. Made in the form of a twig, the Flower Power device is inserted into a flower pot and, by connecting to your

smartphone, reminds you of the need to water and fertilize the plant. The device also reports on the ambient temperature – whether it is hot or cold in the room, whether the plant receives enough sunlight, and much more.

Four different sensors installed inside Flower Power are designed to measure sunlight, soil moisture, fertilizer content and air temperature. Data is collected by sensors every 15 minutes and transmitted via Bluetooth to your iOS device every two hours, unless, of course, it is within reach. Otherwise, owners don't have to worry – Flower Power is capable of storing 80-day data [6].

Summing up, I would like to note that the new hobby of millennials really helps to cope with difficulties, as Yosifovich and de Graf wrote in their new book "OK, Jungle!": "We realised that plants are needed for well-being, positive mood, happiness, love and creativity. Plants teach us an important lesson: life changes with the seasons. Everything happens to us for a reason, and the bad ends sometime. Accept your love for plants as you accept life with all its bustle, diversity and many colors."

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ВЛИЯНИЕ ИНОСТРАННЫХ ЯЗЫКОВ НА РАЗВИТИЕ ЧЕЛОВЕКА И ОБЩЕСТВА В ЦЕЛОМ

DER EINFLUSS VON FREMDSPRACHEN AUF DIE ENTWICKLUNG DES MENSCHEN UND DER GESELLSCHAFT ALS GANZES

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Es stellt sich heraus, dass die Kenntnis einer Fremdsprache unser Leben sehr stark beeinflussen kann.

Wir lernen Fremdsprachen, um in einer Karriere erfolgreich zu sein, in ein anderes Land zu gehen oder einfach nur, weil wir diese Sprache und die Kultur ihrer Muttersprachler mögen. Inzwischen hat das Erlernen von Sprachen einen enormen Nutzen für unsere Psyche, für die Entwicklung des Gehirns und für die Bildung der Persönlichkeit des Menschen als Ganzes.

Das tschechische Sprichwort lautet: «Lerne eine neue Sprache und du wirst eine neue Seele bekommen».

Es wird gesagt, dass die Sprachen, die wir sprechen und die wir lernen, direkt unsere Persönlichkeit beeinflussen. Und um genau zu sein, äußerte etwa der amerikanische Linguist Benjamin Lee Wharf diese Idee. Er war sich sicher, dass jede Sprache in der Lage war, eine besondere Weltanschauung in sich zu tragen, die einen starken Einfluss auf ihre Träger hatte. Das heißt, wenn eine Person eine, zwei oder drei Sprachen spricht, spiegelt sich dies in irgendeiner Weise in ihrer Persönlichkeit wider.

Wenn wir eine neue Fremdsprache lernen, lernen wir teilweise die Kultur des Landes kennen, in dem sie gesprochen wird. Kultur und Tradition sind untrennbar mit jeder Sprache verbunden. Wir können auch Kommunikationsgewohnheiten oder alltägliche Lebensgewohnheiten von Trägern annehmen.

Für die Sprache ist die linke Hemisphäre, die Peri Silvia-Zone, verantwortlich. Aktivität in ihr ist normalerweise mit positiven Emotionen verbunden, zum Beispiel mit dem Wunsch, sich offen gegenüber anderen zu verhalten. Im Gegensatz zum vermeidenden Verhalten, das die Aktivität in der rechten Hemisphäre begleitet. Daher löst der Prozess des «Plauderns» positive Emotionen aus und wir fühlen uns glücklicher. Und wenn wir die Sprech-Zentren aktivieren, um etwas in einer Fremdsprache zu sagen, haben wir ein physiologisches Vergnügen.

Einige Wissenschaftler weisen darauf hin, dass wir beim Erlernen von Fremdsprachen immer mehr anfangen, unsere Muttersprache zu lieben und sorgfältiger zu lernen. Es mag paradox klingen, aber es ist so. Wenn wir eine Fremdsprache lernen, bemerken die meisten Menschen, dass die russische Sprache sehr komplex ist, so entwickeln wir eine Liebe für unsere Sprache und Patriotismus in uns. Darüber hinaus bauen wir beim Erlernen einer Fremdsprache Parallelen zur russischen Sprache auf, vergleichen sie, versuchen gemeinsame und Unterschiede zu finden. Das heißt, wir fangen an, in der Sprache zu «graben». Neugier entwickelt nämlich unseren Horizont.

Interessant ist auch die Tatsache, dass das Erlernen einer Fremdsprache dazu führt, dass das Gehirn eine Vielzahl von Lauten für sich entdeckt, die es früher oft nicht unterscheiden und abgrenzen konnte. Eine solche Person macht in Zukunft deutlichere Fortschritte bei der Beherrschung von Musikinstrumenten.

Das Erlernen einer Sprache bewirkt, dass das Gehirn arbeitet und vieles daran verändert. Daher wird es plastischer und anpassungsfähiger. Darüber hinaus hilft es, bestimmten Krankheiten des Alters entgegenzuwirken. Im Rahmen einer Studie aus dem Jahr 2010 untersuchten Experten beispielsweise die Daten von 200 Alzheimer-Patienten und fanden heraus: Diejenigen, die mehrere Sprachen kannten, waren 5,1 Jahre später auf die Symptome gestoßen.

Was die soziale Komponente betrifft. Wie beeinflussen Sprachen das soziale Verhalten einer Person? Wenn wir Wörter aussprechen, legen wir einen gewissen Sinn und eine eigene Erfahrung in sie, die uns als Individuen charakterisiert. Die Reihenfolge des Aufbaus von Vorschlägen in jedem Volk ist seine eigene, was die Mentalität widerspiegelt, die ihm eigen ist. Die Worte zeigen, wie die Bewohner verschiedener Länder die Realität wahrnehmen, was für sie die Hauptsache ist und was zweitrangig ist.

Diejenigen, die mehrere Sprachen sprechen, können leichter zwischen Aufgaben wechseln und mehrere verschiedene Probleme parallel im Kopf lösen. Darüber hinaus passen sie sich schneller und einfacher an unerwartete Veränderungen der Umstände an.

Die Autoren der Studie, die diese Tatsache festgestellt haben, führten zwei Experimente durch. Im ersten bilingualen und Menschen, die nur ihre Muttersprache kennen, wurde eine Reihe von Tests angeboten, die ergaben, dass Bilinguale besser darin bestehen, mehrere Aufgaben gleichzeitig auszuführen und von Aufgaben eines Typs zu Aufgaben eines völlig anderen, neuen Typs zu wechseln.

Das zweite Experiment war komplizierter: Darin wurden Tests für Monolinguale und Bilinguale verschiedener Altersgruppen angeboten. Das Ergebnis war durchaus zu erwarten, dass Jugendliche logische Probleme besser lösen als Menschen zwischen 45 und 50 Jahren oder älter.

Bei Bilingualen war der Unterschied zwischen jungen, Reifen und älteren jedoch nicht so ausgeprägt: Wie sich herausstellte, behalten Bilinguale mit zunehmendem Alter die Fähigkeit, komplexe Aufgaben gleichzeitig zu lösen, besser bei. Um solche Fähigkeiten zu erreichen, ist es jedoch wünschenswert, Sprachen von Kindheit an zu lernen, so die Forscher.

Die Gesellschaft vertritt Fremdsprachenkenner oft mit verstreuten «Nerds», aber dieses Stereotyp scheint weit von der Wahrheit entfernt zu sein. Im Gegenteil, es sind Bilinguale, die sich durch eine stärkere Aufmerksamkeit sowohl auf den Kern eines wichtigen Phänomens als auch auf seine Details auszeichnen. Zum Beispiel erfassen sie im laufenden Betrieb das Wesen der Interaktion zwischen Menschen in einem neuen Team, in das sie gerade eingetreten sind.

Ein weiteres Stereotyp – Menschen, die mehrere Sprachen lernen, ihre Muttersprache schlechter kennen – ist teilweise gerecht: Es stellt sich heraus, dass das Wörterbuch ihrer Muttersprache im Durchschnitt tatsächlich schmaler ist als diejenigen, die keine andere Sprache als ihre Muttersprache kennen. Zumindest, wenn es sich um Menschen ohne Hochschulbildung handelt, die eine andere Sprache einfach aufgrund einer multikulturellen Umgebung gelernt haben. Bilinguale haben jedoch in jedem Fall ein fortgeschritteneres Verständnis der Logik der Muttersprache – insbesondere der Grammatik und der Art der Wortbildung.

Jede Sprache hat eine besondere Weltanschauung, die einen direkten Einfluss auf ihre Träger hat. Wenn eine Person mehrere Sprachen spricht, erweitert sie buchstäblich ihr Bewusstsein und beginnt, die Welt auf eine andere Weise zu betrachten. Daher ist die psychologische Seite der Rede nicht weniger wichtig als das Wissen über mathematische Algorithmen.

Das Erlernen einer Fremdsprache ermöglicht es Ihnen, in eine andere Realität zu gelangen. Einige Leute bemerken, dass Französisch, Italienisch, Englisch und andere Sprachen dazu beigetragen haben, den Schmerz zu vergessen, Vertrauen und Stabilität zu gewinnen. Eine Fremdsprache ermöglicht es, eine neue Identität zu schaffen, in der es keine Einschränkungen und Verbote gibt, weil niemand uns als Kind beschimpft oder kritisiert hat.

Es ist zu beachten, dass der Fremdsprachenunterricht in einer bestimmten Umgebung stattfinden sollte, wenn es notwendig ist, sich auf eine andere Atmosphäre, die „Fremdsprachenatmosphäre“, einzulassen. Manchmal können sich Schüler, die sich im Unterricht Wörter perfekt merken und Sätze aussprechen, zu Hause kein einziges Wort merken. Dies deutet darauf hin, dass in der geeigneten Umgebung die dominante Position einer Sprachstruktur durch eine andere ersetzt wird, aber keine Vermischung beobachtet wird. Eine Person verwechselt keine Wörter, ändert ihre Muttersprache nicht in eine Fremdsprache

und umgekehrt, sie „schaltet“ einfach ein Sprachdenken „aus“ und „schaltet“ eine andere „ein“.

Aus verschiedenen Sichtweisen lässt sich argumentieren, dass sich das Beherrschen und Lehren einer Fremdsprache positiv auf die geistige Entwicklung auswirkt, da dieser Prozess alle geistigen Funktionen umfasst, die den Intellekt ausmachen, ein neues Sprachdenken entsteht, basierend auf der Kenntnis von der Muttersprache, aber mit einer komplexeren Struktur. Die Meinung über den negativen Einfluss einer Sprachstruktur auf eine andere ist gerechtfertigt, jedoch nur in dem Fall, in dem Interferenzen beobachtet werden. Allerdings lassen sich Störungen vermeiden, wenn die Voraussetzungen sowohl für das Erlernen der Muttersprache als auch für das Erlernen einer Fremdsprache richtig geschaffen werden und keinesfalls im Gespräch spontan eine Sprachstruktur durch eine andere ersetzen. Folgt man dieser Haltung, erfolgt die Beherrschung zweier Sprachen qualitativ, systematisch und in die Tiefe.

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**КОММУНИКАЦИОННЫЕ ОСОБЕННОСТИ
МЕЖЛИЧНОСТНОЙ КОММУНИКАЦИИ
В МИРЕ ВИРТУАЛЬНОЙ РЕАЛЬНОСТИ**

**COMMUNICATIVE FEATURES OF INTERPERSONAL
COMMUNICATION IN THE WORLD OF VIRTUAL REALITY**

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Virtual realities of computer-generated worlds mean primarily interaction not with the environment or complex data, but with other users of the environment, with other individuals, which emerge virtually, in a special type of

realities – communicative virtual reality [1]. Nowadays, many people wonder what this invention and evolution of internet will lead to? With the advent of the Internet, social networks arose, which is certainly progress, but it has both positives and negatives. All people need communication. Previously, we used to constantly visit and write letters to those who live far away, and then to wait for an answer, worry and worry.

Now everyone is sitting in front of computers and has no desire to go anywhere. After all, it is much more convenient to communicate in Skype, V Kontakte, Telegram, staying at home in a comfortable chair. But this is not the same communication at all. We cannot see a person's eyes, hug him, we cannot feel emotions. The internet cannot convey all feelings, excitement and anxiety. People are getting further apart. This can be called some kind of loneliness. Also, social networks have a bad effect on health. After all, we spend more and more time at the computer, and this spoils eyesight and worsens the state of the body. But there are also positives. For example, if relatives live very far from each other, they do not have an opportunity to come to visit. Through social media, they can both see each other and talk. You can also visit anywhere in the world without moving anywhere. It can be considered as a certain advantage that one can make new friends and find interlocutors. Such communication does not limit, does not dictate, does not oblige, gives freedom, flight of imagination.

Modern telecommunication technologies and, first of all, the global Internet computer network, are one of the most important factors in the development of the world community, which has a critical impact on the political, economic, public and socio-cultural spheres. The functioning of the internet as a special professional (in addition to communicative specifics) environment has also led to the formation of specific professions – information workers or IT specialists involved in the storage, transformation, processing, transmission and other operations with information using computers and software. It was this group that tried not only to regulate the internet space from a technical point of view, but also to control it. However, the most serious novelty caused by the emergence of the internet space is virtual communities.

One of the alleged authors of this term, G. Reingold, defines virtual communities as social associations that grow out of the Web when a group of people maintains an open discussion long and human enough to form a network of personal relationships in a virtual space [2]. The process of virtualization, which arose due to the introduction of new virtual technologies, gave rise to a virtual world, which changed the reality itself. It seemed to bifurcate it, divide it into objective reality, limited by many factors, and virtual reality, unlimited by nothing but the imperfection of technology or the strength of imagination. “Virtual reality” is considered as a reality different from the real, material world, the basis of which are intangible concepts – thoughts, images and information.

The whole point of virtual reality is the “sense of presence” in the virtual world. Virtual communication is communication with a remote partner or group mediated by a computer and telecommunications systems [3].

Forms of virtual communication are diverse. There are several classifications of virtual communication, but the most popular is the classification by the degree of interactivity, according to which there are two main forms of communication in virtual space:

synchronous communication, in which interaction occurs in real time (here and now). This form of Internet communication is the most interactive. It includes chats, MUDs role-playing games (“multi-user dimension” – a role-playing game in which many users gather in one virtual space), etc.;

asynchronous communication, which involves the possibility of delayed response. It includes Web-based forums, discussion lists, quest books, e-mail, mailing lists, news groups. When communicating on the internet, the main information about the interlocutor comes in the form of text messages, and the visual and auditory components of communication in it are limited.

Of course, it is possible to accompany the text with photos or communicate via a video camera, but still more information comes in the text form. Non-verbal means of communication in the virtual world are losing their significance. However, it should be noted that there is still some semblance of a non-verbal language on the internet: you can express your feelings using emojis – in a certain way typed combinations of punctuation marks that correspond to an individual’s emotional expressions in real life. Smiley, or smiley (emoticon) – the name of a text or graphic character that gives the message an emotional connotation. Most of them are stylized images of a human face, experiencing various emotions. With their help, one can convey a smile, a crafty grin, concern, anger, etc. Thus, the internet provides the widest technical possibilities for communication. Despite the ability to express emotions, the physical absence of communication participants allows not only to express feelings, but also to successfully hide them or demonstrate those feelings that a person does not feel at the moment. Being a participant in virtual communication, any user has equal opportunities to express their point of view, express their thoughts and feelings. Although the social status that a person has in the real world will ultimately have an impact on the life in the virtual space, initially all users are given equal opportunities.

In addition, the virtual space creates the ability to “stretch” the dialogue time. Compared to face-to-face interactions, participants in virtual communication have more time to provide a response. In addition, the above possibility of fixing information allows you to “relive the dialogue” and think in more detail about the answer. The geographic distance between virtual communication participants is irrelevant. This factor is especially significant for people with original, non-standard interests, in this case, the virtual world allows

them to find like-minded people, to unite in interest groups. These reasons cause the creation and active development of web communities – groups of people who have common interests and communicate mainly via the internet. Such internet communities are gradually beginning to play a significant role in the life of the whole society. According to the widespread belief, a person in virtual space puts on a mask that facilitates the process of communication, and simulates reality, builds their virtual subjective world. The design and distribution of virtual personalities is facilitated by the spread of various types of virtual communication: e-mail, sites, mailings, forums, chats, online communication, blogs, etc. This process is enabled by such characteristics of virtual communication as mediation, interactivity, distance and anonymity of participants [4].

However, it should be noted that the moral qualities of this person will always be determined in reality by a real person as a product of his or someone's individual or collective creativity. Many philosophers, raising the problems of virtual reality, see the danger that a person begins to strive for a virtual world to get rid of the painful feeling of loneliness. However, in virtual space, there is mainly such a way of being, when a person is surrounded by virtual images, which are, in fact, a projection of his or her own feelings and thoughts, and monologue communication is disguised as a dialogue. In particular, exploring the problems of modern culture, V.V. Mironov draws attention to the prospect of forming communication for the sake of communication: “Communication without saturation with meanings” [5].

Hypothetically, in the future – this is communication with its own mirror image, and according to given stereotypes of communication. The kingdom of dead identity with huge external activity [5]. The result for so many regular users is a reduction in the value of real life to the point where it becomes more and more difficult to daily return to everyday life. However, it seems that the problem of objective assessment of virtual reality lies in a distorted perception of this concept, which was formed under the influence of hasty and therefore incorrect assessments. One can only agree with N.A. Nosov, who believes that “the expression” of virtual reality “replicated by mass culture only makes it difficult for virtuality to smoothly enter our culture” [6]. The influence of virtual reality on the real one is inevitable. And this influence is carried out mainly through the development of virtual communication as the leading communication channel to date.

Moreover, as L.F. Kompantseva rightly notes, “in internet communication there is an intercultural translation – from the real world to the virtual world and vice versa – of images of consciousness, discursive practices, cognitive, pragmatic, emotive and axiological attitudes” [7]. An example of such translation can be illustrated by the transformation of Svetlana Martynchik into a popular

network author Max Fry, who, in turn, while maintaining virtuality, not only gave the name of the book series, but also “got rid” of S. Martynchik, who stopped working on this project. However, such transitions are rather an exception confirming the general rule: the influence of reality on virtuality is crucial, and the final form of this relationship is only a matter of time. But this influence should not be overestimated either. As studies of adolescent behavior show, the main changes in socialization and social behavior are associated not with anonymity, permissiveness and virtuality, but with the ways of perceiving incoming information and carrying out activities [8].

In addition, speaking about the globality of virtual communication, one should emphasize that the modern stage of internet development is characterized by its structuring – splitting into ethno-national sectors, which acquire distinct features that make them easy to separate. This trend manifests itself in the organization of virtual communities, which indicates an increasing factor of ethno-national influence and increased localization. The same structuring takes place in the society of internet users, which gradually, but, it seems, quite confidently, acquires the main features of the offline community, thereby nullifying some radically apocalyptic forecasts regarding the likely negative consequences of anonymity and personality virtualization. And in the foreseeable future, the internet as a kind of operating model of the global information space, preserving the changes associated with the use of new technologies, will basically turn into one of the spheres of activity of real society and culture in the common space of global communication.

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**АНАЛИЗ ПРИМЕНЕНИЯ
АГЕНТ-ОРИЕНТИРОВАННОГО МОДЕЛИРОВАНИЯ
К РАССМОТРЕНИЮ ВЗАИМОДЕЙСТВИЯ
КОГНИТИВНО ИНФОРМАЦИОННЫХ СООБЩЕНИЙ
В ФОРМАТАХ ЭКСТРАНЕТ II и Web III**

**ANALYSIS OF THE APPLICATION OF AGENT-ORIENTED
MODELING TO THE INTERACTION OF COGNITIVE
INFORMATION COMMUNICATIONS
IN EXTRANET II AND Web III FORMATS**

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Media space today is an integral part of modern man and acts as a full-fledged part of the social system. It has become an integral part of people's lives and is now inextricably linked to them.

What is media space? In the understanding of an ordinary person, it is an environment created by means of communication and transmitting one or another type of information, and of absolutely different types, depending on human preferences. This area evolved quite a long time ago, in fact since the advent of print products. Today we can distinguish four main types of media space: the aforementioned printed materials, radio, television and the Internet. All of its elements are subject to a multitude of laws in different countries.

From the usual user's point of view Extranet - system is an invisible in search engines corporate site on the Internet, which can be accessed only by authorized users and/or users from certain IP addresses. This technology has a

huge impact in today's society and especially when interacting with media space [1].

When creating Extranet systems, security and delimitation of access rights to information and services are priorities. Since the level of protection of Extranet systems is usually higher than that of an ordinary corporate site, an Extranet holder has the ability to place closed corporate materials in the system and provide users with access to service functions directly related to the system holder's activities in media space.

The extranet is conventionally classified into four ascending levels of protection from I to IV, with corporate systems most often using level II, such as large companies like: "TNK-BP", "FELIX", "Ardo", "MTS", "Zebra Telecom", "R-Style", "XEROX Russia", "OTTO" and others.

This article analyzes the above model in relation to the media space and social influences cognitive information messages, that is, the level of Extranet II, as well as consideration of modernization through the use of technology WEB III.

This is the case when an appeal or a message to a certain addressee can be known only to a certain circle of people, as well as the addressee's response in the same circle of people, without the possibility of interference, mastering the addressee's account, etc. by other people outside the specified list. In this Extranet are well integrated with auxiliary sites, portals, IS modules.

As for the WEB III technology, which has just begun to be created and improved for the next generation Internet, which is built around the idea of decentralization. It is assumed that the new online network will allow people to fully own and manage the content they create, anonymize personal data, and become more open and secure.

Tim O'Reilly, author of the term Web II, also believed that Web III would be about semantics through which the Internet could interact with the physical world (essentially describing the Internet of Things). However, he advised against identifying the Internet with the semantic web because he expected new technological shifts to take place between 2010 and 2020. He suggested that the defining characteristics of Web III would be:

Decentralization: data will no longer be stored on single servers, but will be distribute among users:

AI and machine learning: intelligent algorithms will not disappear from the Web and will still continue to help users search for relevant content;

Openness: software will be predominantly open-source, allowing a thorough understanding of how tools are build and how they interact with the user;

Freedom: it expected that censorship on the Web will be abolished, and everyone will have the opportunity to publish any content, the role of moderation will be assumed by the community and not by corporations;

Semantic web: the machine does not understand natural language queries well and is still often wrong [2].

Francly speaking, Web III is the Internet, where user data is not stored on the side of large corporations like Google, Amazon, Facebook and Apple, but in decentralized databases.

Web III will create platforms that no one controls, but that everyone can trust because of the algorithms and protocols that underlie them. This is proposed to be achieved through advanced technologies such as blockchain, machine learning, big data and artificial intelligence. Tokens and cryptocurrencies, independent of traditional financial systems, should be the fuel of the third-generation Internet economy.

More often than not, there is simply not enough time to process all sorts of information. To achieve this goal, images or special thematic sites located on the expanses of the Internet are often used. After finding a source of information it is necessary to analyze and identify them, in order to find relevant data. Many hours of searching impair a person's cognitive functions, so there is a need for an application that simplifies this energy-consuming process.

The theses, which are put forward by the authors of the report, assume further implementation of the project aimed at reducing the time of finding the actual source of relevant information and its further safe broadcasting to the addressee. This analysis is intended for storage of cognitively informative messages of different subjects and instant dispatch, chosen for a certain addressee. One of the important components of the analysis is the development of a special space for protected Extranet technologies of using the telephone network and WEB III technology, which in the future anyone can use on his smartphone or computer and use, including in the delayed mode.

It is also taken into account that smartphones with specialized software installed are gradually replacing the traditional means of communication such as mail, wired telephone, telegraphic communication, etc. A huge range of social networks for different purposes can meet the needs of the most demanding user. Nowadays it is hard to imagine how it was possible to do without such technologies as cell phone and Internet just a few decades ago.

The fast pace of life in most megacities - and Moscow is no exception - has revealed one very important problem - the problem of lack of time. Some - usually minor - tasks have to be performed literally on the fly, saving time for more important things. In this situation, modern smartphones come to the rescue, opening up new opportunities. The functionality of these devices is limited only by the imagination of the programmers who develop mobile applications [3].

An analysis of the application of agent-based modeling to the consideration of the interaction of cognitive information messages in extranet II and WEB III formats presents an analytical review corresponding to this definition.

One of the tasks solved in the analysis is the possibility of forming cognitive-information messages or postcards with the help of WEB III technology. Such functionality, implemented in the media space, will save the user from having to spend time searching for the necessary information on the Internet.

Relevance is confirmed by a comparative analysis of this development with its prototypes.

In the course of the analysis of the subject area the authors came to the conclusion that the development of an application using agent-based modeling to address the interaction of cognitive information messages in Extranet II and WEB III, are relevant and in demand.

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ПРОФЕССИИ XXI ВЕКА В СОЦИАЛЬНОЙ СФЕРЕ

SOCIAL PROFESSIONS OF THE XXI CENTURY

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The development of society, technology and the internet has led to the emergence of numerous new professions [1]. The market needs specialists, but people do not always have an opportunity to get this education. Let us examine

some of the most popular professions of the 21st century and see if a bachelor's degree is needed to get a job with a high salary.

Media buyer. A media buyer is a specialist working with the media. They buy advertising space in newspapers or airtime on radio and TV, negotiate the best advertising rates and sign contracts, buy traffic from different sources – context, mobile applications, social networks, etc., specialize in a particular social network (e.g., Facebook), analyze a variety of advertising platforms. The main task of media buyers is to get the media to charge the lowest possible advertising rates. The more experienced media-buyer, the more effective the advertising policy of the firm, the lower its advertising costs. In fact, anyone with a minimum of worldly experience and connections in media circles can work as a media buyer. This specialty is really important because it is in the interest of any company to reduce advertising costs, which is exactly what can be done thanks to the media buyer. One can become a specialist in this profession by completing a university course in advertising and public relations or any other PR related field [2].

Coaching. Coaching is not an easy job, which is mentoring. You have to become someone's personal trainer, help a person achieve their personal and professional goals. You will have a main goal, the path to which you will have to individually select for each ward, adapting your work methodology for each individual. Your responsibilities will include stimulating the thinking and creative side of the client, inspiring him or her to maximize their potential, drawing up a plan for the development of the ward, selecting the necessary schedule and deadlines, correction and summing up interim results. You can choose the type of coaching that you like:

working in life coaching, you will guide clients on the path of self-realization, help with choosing priorities, setting goals and objectives, finding a balance between the spheres of life;

becoming a career coach, you will have to search for ways of development, points of growth, evaluate skills of competencies, pave the way for the client to the dream job;

choosing the work of a financial crutch, you will teach your wards to manage money competently or increase capital, achieve certain financial goals;

as a business coaching, you will need to work with entire enterprises, although such classes can be conducted individually for a top manager or in a group format for the entire team. The work will be aimed at achieving the business goals of the enterprise [3].

Coaches, as a rule, work alone. All the responsibilities for the promotion of the client lie with them.

This profession appeared in Russia quite recently, in the 21st century. It is important because it assists people to find their purpose in life. If you want to

work as a coach, it is not necessary to study at the university; it is enough to take special courses from additional education organizations. It will be good if you already have a bachelor's degree in psychology or PR. Russian universities do not teach coaches yet.

SMM-manager. Over the past decade, vacancies for an SMM-manager often appear in job offers. This specialist promotes companies in social networks. Modern person lives more of a virtual life than a real one. Therefore, he or she does not pay attention to advertising posters and leaflets, but they remembers well the posts in the feed on the social network. Therefore, companies need specialists who will present their products in the internet. If you want to be a SMM-manager, you must know current trends and audience needs, be skilled in writing posts (texts, pictures, videos). You are also to communicate with the audience on your own and moderate comments or entrust this work to the community-manager. You have to analyze which posts are the most effective and think about how best to generate content [4]. You may work for a company or for a specific person: musician, artist, coach, and so on. Your task is to help your clients monetize their activities. The larger the audience, the more money, the more your work is paid and appreciated. Generally, you do not need special education. You can be a student or have a professional background in any other field. Education in Humanities and the capability to write texts will help you, but it is not strictly required. You can just take courses on SMM management or start practicing right away. The main thing is the desire to work, develop and benefit the company.

Video blogger. Video blogger is a new and constantly developing profession. You have to learn how to work with light, be in the frame, deliver a speech and improve yourself right along. Your main goal will be to gather an audience around you and your creativity, which will later begin to bring you income. Bloggers can work in a team on various joint projects, but they do most of the work alone. If you don't have an opportunity to assemble your own group, which will include cameramen, makeup artist and others, then you will have to do all the work yourself. As a blogger, you will need to opt for a certain direction of your activity. You may run a news blog, a book blog, talk about culture, travel, leisure activities, teach makeup and much more. Having chosen the field, you will need to concentrate all your activities on it so that the blog is as generalized as possible.

Bloggers work on various internet platforms. You should start your development at least on one, but gradually expand your media space. Use YouTube, VK, Telegram and blog wherever you can. It is important that you cannot post the same posts everywhere; the information in each social network must be sorted according to the specifics of the e-communities. For example, in your YouTube channel you can tell people about books, and in Telegram about your life and announcements of events [5].

At the beginning of your journey, you will have to work especially hard, release several videos and posts a day, respond to the comments and be in constant contact with the audience, but in the future, it will pay off. Bloggers earn money from monetization of their content, merch sales, donations on streams, collaborations with brands and bloggers – there are many options. If you want to become a blogger, you do not need to study at a university. You can take a course on editing and video shooting if you need it, or take lessons for speech production. You can become a blogger without large investments; the main thing is desire and self-development. Do not think that this is a simple profession that can bring a lot of money – blogging is a lot of work. At the moment, Russian universities do not offer training programs for bloggers.

Cross-cultural manager. Cross-cultural manager is a specialist who accompanies the company's document flow in foreign languages, supervises key meanings, trains employees in the transfer of meanings in foreign languages, as well as the peculiarities of culture in negotiations with foreign partners. Cross-cultural managers advise the company's management on doing business in other countries. Their task is to establish profitable business relations with the representatives of foreign enterprises. Having mastered this profession, one can work in multinational companies conquering foreign markets – primarily in IT and telecommunications, financial and audit companies, international charitable foundations [6].

What skills are needed to be successful in this profession? It is necessary to understand the history, culture, traditions and peculiarities of the countries in which you will specialize. At the same time, knowledge of business etiquette and fluency in foreign languages are required. You also need to be sociable, attentive and observant. Such courses as “International Relations” or “Theory and practice of intercultural communication” which are taught in most major Russian universities are suitable for a cross-cultural manager.

In conclusion, we can claim that in the Russia of the 21st century, one can be engaged in an interesting intellectual job without a diploma. Of course, higher education will help to become an intelligent and broad-minded person. Getting a bachelor's or master's degree will give you a path to science and elite society. However, if you just want to make money, you can do it right after school or while in high school.

Unfortunately, the Ministry of Education of the Russian Federation does not keep up with market trends and does not append educational programs for this popular specialties. Probably, the situation will change in the nearest future. One way or another, everyone can make a choice in the career trajectory: academic knowledge and applied skills.

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**КАКОЙ ИННОВАЦИОННЫЙ МЕТОД ИСПОЛЬЗОВАТЬ
В ВЫСШЕМ ОБРАЗОВАНИИ?**

**QUELLE MÉTHODE INNOVANTE UTILISER DANS
L'ENSEIGNEMENT SUPÉRIEUR?**

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De nos jours, l'enseignement supérieur est l'une des choses les plus importantes de la vie humaine. Les universités et les collèges offrent les meilleurs programmes d'études qui aideront les gens à obtenir l'emploi de leurs rêves à l'avenir. La sphère de l'éducation est devenue aussi compétitive que la sphère des affaires ou du marketing. Cette tendance continue de se développer, ce qui oblige

les universités et autres établissements d'enseignement à être aussi attrayants et innovants que possible. Il n'est pas surprenant que chacun d'eux essaie d'offrir sa propre approche individuelle de l'éducation des étudiants, car cela pourra le mettre en avance sur ses concurrents. Évidemment une telle tendance dans la systématique de l'éducation est extrêmement utile à la société actuelle. Ces changements aideront à orienter le développement du monde entier vers l'amélioration des qualifications, l'amélioration de l'éducation, qui à son tour contribuera à changer radicalement la réalité.

Le monde pourra se permettre de s'engager sur de nouvelles pistes de progrès et d'aller loin. C'est pourquoi j'ai abordé le sujet de l'innovation dans le système éducatif. Avec l'aide de l'application réussie de ces tendances à l'étranger, je voudrais montrer que pour notre réalité, l'application des nouvelles études sera une solution utile pour le développement international. Malgré le fait que notre système éducatif s'efforce d'être le meilleur de tous, il est encore loin d'être idéal. Un facteur important pour changer l'approche de l'apprentissage est la société qu'elle reflète. Par conséquent, j'ai décidé de passer en revue diverses nouveautés des principales universités du monde sous la forme la plus disponible pour une personne moderne, sous la forme des sept meilleures idées pour l'approche de l'éducation mondiale.

Une grande partie de ce qui n'était auparavant qu'un fruit de fantaisie fait maintenant partie intégrante de notre réalité, nous ne pouvons littéralement pas imaginer notre monde sans ces choses. En ce moment, de telles opportunités sont disponibles qui n'ont jamais été auparavant. En combinant ces deux pensées, nous pouvons arriver à la conclusion que si nous rêvions grand, la réalisation de ces idées ne tarderait pas à attendre dans des conditions de progrès technologique élevé.

L'Université d'État de l'Arizona propose sa propre approche pour résoudre ce problème [1]. Il travaille sur le projet Hieroglyph, qui sera l'impulsion pour le développement d'idées innovantes et de changements fondamentaux. Le projet consiste à travailler sur des idées sur un avenir meilleur et sur la manière d'y parvenir. Le nom vient de l'idée que de nombreux objets de science-fiction sont des hiéroglyphes pour notre époque, c'est-à-dire des objets dont la manifestation peut être retracée dans diverses sphères de notre vie. Les fondateurs du projet veulent unir des personnes capables de penser largement et d'essayer de créer leurs propres soi-disant hiéroglyphes afin qu'ils deviennent la base de futures métamorphoses. Les chercheurs créatifs sous la direction de l'Université d'État de l'Arizona s'unissent à des ingénieurs et des spécialistes techniques, ce qui nous permet de mettre en œuvre de tels projets qui n'ont pas encore été dans notre histoire. Avec l'aide du projet Hieroglyph, ce qui n'est qu'un fruit de l'imagination est devenu capable de devenir une idée innovante qui sera utile pour la société et le progrès scientifique.

Le programme de MBA vise à élargir la conscience des étudiants et à leur offrir des opportunités de croissance supplémentaire dans un monde des affaires international simulé. Dans ce modèle d'incubateur, les étudiants apprennent les meilleures connaissances de spécialistes avancés, adoptent l'expérience de professionnels, ce qui leur permet au final de construire une carrière de véritables experts dans leur entreprise [2].

L'innovation de la méthode proposée par l'université est de fournir une éducation abordable de haute qualité, qui remporte des prêts pour étudier à l'institut. Le programme "Back a Boiler" permet aux étudiants de payer le montant requis après l'obtention de leur diplôme en raison de petites déductions sur les salaires futurs. De plus, ce contrat n'implique pas l'attachement d'un étudiant à une certaine entreprise, ce qui offre liberté et commodité d'apprentissage. Avec cette méthode, de nombreuses familles qui n'ont pas les opportunités financières d'étudier dans une université prestigieuse ont une chance pour un avenir radieux.

Le bac à sable innovant de cette institution permet aux ingénieurs et aux étudiants des domaines techniques de mettre en œuvre leurs projets et leurs idées à l'aide d'une vaste gamme d'outils proposés par la plateforme. Ici, chacun d'eux peut créer quelque chose de nouveau et recevoir un soutien financier ou une subvention pour l'innovation.

Depuis le début des deux mille ans, l'Université de Californie du Sud collabore avec le complexe militaire et les technologies de l'information pour résoudre les problèmes aigus de la médecine, du secteur militaire et de l'industrie du divertissement. Dans le pavillon de l'Institut, des programmes de formation virtuels sont en cours d'élaboration pour des sujets aussi importants que la chirurgie, les prothèses, et une attention particulière est accordée à la réadaptation du personnel militaire qui a subi des blessures graves. Si le projet continue de se développer, il y aura bientôt des opportunités d'accélérer le processus de formation du personnel médical et de toutes les industries, car les graphiques virtuels, malgré son potentiel illimité, copient presque complètement la réalité. Dans de telles conditions, une révision radicale de l'apprentissage peut se développer [3].

Une idée intéressante pour le développement du journalisme sportif et de la radiodiffusion médiatique a été développée par Dan Patrick, un vétéran de la radiodiffusion sportive, un programme d'enseignement de la prise de parole en public et de travail avec la caméra à travers des activités pratiques conjointes d'étudiants avec des stars de classe mondiale dans cette industrie [4]. Avec l'aide de ce projet, les rêves de nombreuses personnes qui souhaitent travailler avec leur idole en tant que partenaires au moins une fois dans leur vie se réalisent. À mon avis, il s'agit d'une méthode innovante pour motiver les étudiants, car l'aspect

émotionnel d'une telle coopération est beaucoup plus important que les incitations financières utilisées par les universités pour accroître l'intérêt des étudiants

Dans un monde aux ressources naturelles limitées, chacun devrait être conscient de sa responsabilité face aux changements mondiaux actuels. Je crois que chaque université devrait suivre l'exemple du programme proposé par l'Université de l'Iowa sur l'utilisation de sources et de ressources énergétiques utiles. L'Institut de bioéconomie s'occupe du problème le plus important du siècle actuel, en promouvant les modes d'utilisation rationnelle des combustibles et des produits limités pour la société [5]. Si toute l'éducation internationale reprenait cette idée, dans un proche avenir, tout le monde serait responsable de ses activités, ce qui conduirait le monde à des changements positifs.

Ces innovations ne sont qu'une partie de ce qui peut radicalement améliorer notre réalité, l'éducation et la vie des gens en général.

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ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ МЮНХЕН

TECHNISCHE UNIVERSITÄT MÜNCHEN

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Die Technische Universität München zählt zu der ältesten Technischen Hochschulen.

Die 1868 von König Ludwig II. von Bayern gegründete Hochschule mit Sitz in der Landeshauptstadt München ist heute die einzige Technische Universität Bayerns und eine der größten Hochschulen Deutschlands. Seit 1877 heißt sie offiziell Königlich Bayerische Technische Hochschule. Der Name wurde 1970 in Technische Universität geändert. Die Universität ist Mitglied im Verband Technischer Universitäten Deutschlands TU 9 und gilt als die renommierteste Universität Deutschlands.

Die Universität bietet Ausbildung in 132 Fachrichtungen an. Neben den für eine Technische Universität typischen technisch-naturwissenschaftlichen Studiengängen, auf die sich die Universität konzentriert, gibt es auch die Fakultäten für Wirtschaftswissenschaften, Sport und Medizin. In einigen Fachrichtungen wird sowohl in deutscher als auch in englischer Sprache unterrichtet.

Die Qualität der Lehre an der Technischen Universität München zeigt sich in der allgemein anerkannten Qualifikation der Absolvierten. Ihr hohes Ansehen gründet sich in besonderem Maße auf den exzellenten Ruf ihrer Forscher. Solche hervorragenden Wissenschaftler und Nobelpreisträger wie Rudolf Mößbauer, Otto Fischer, Robert Huber haben an dieser Hochschule studiert, promoviert und sich habilitiert. Die Absolventen des Technischen Universität München verfügen über einen Fundus an fachlichem Wissen und an wissenschaftlicher Methodenkenntnis, der sie in die Lage versetzt, wandelnden Herausforderungen gerecht zu werden.

Die Technische Universität München ist in drei Territorien angesiedelt. Während sich die zentralen Gebäude der Universität in München selbst befinden, liegen ihre Gebäude in Weihenstephan und Garching an der Peripherie. Das Hauptgebäude befindet sich mitten in München, im Stadtteil Maxvorstadt. Hier befinden sich die Fakultäten für Architektur, Bauwesen, Elektrotechnik, Informatik und Wirtschaftswissenschaften, teilweise die Fakultäten für Sport und Medizin. Der neue Campus befindet sich in Garching und die übrigen

Einrichtungen in Freising-Weihenstephan. Seit 2006 ist der Campus Garching an das Münchner U-Bahn-Netz angeschlossen.

Die Universität umfasst besondere Einrichtungen, die sich außerhalb der drei Hauptgebiete befinden. So besitzt die Medizinische Fakultät eine Medizinische Klinik am rechten Isarufer, das Deutsche Herzzentrum München und die Kinderklinik Schwabing. Ein Teil der Fakultät für Bauingenieurwesen und Geodäsie ist das Oskar-von-Miller-Institut für Wasserbau am Walchensee. Das Architekturmuseum der Technischen Universität befindet sich im Gebäude der Pinakothek der Moderne.

Im Rahmen eines Joint Ventures mit der National University of Singapore eröffnete die TUM 2002 ihre Außenstelle in Singapur unter dem Namen German Institute of Science and Technology. Anschließend wurde eine Zusammenarbeit mit der Nanyang Technological University aufgebaut.

Außerdem kooperiert die TUM mit der Eidgenössischen Technischen Hochschule Zürich, der University of Cambridge, der University of California at Berkeley, dem Massachusetts Institute of Technology, der Hebrew University of Jerusalem, dem Technion und der Shanghai Transport University, mit denen sie interessante Projekte entwickelt.

Seit November 2006 ist die Technische Universität München gemeinsam mit der Universität Karlsruhe und der Ludwig-Maximilians-Universität München Eliteuniversität und Teilnehmer am Programm „Zukunftskonzepte“.

Im Rahmen der Zusammenarbeit findet jährlich eine Ruderregatta zwischen der Technischen Universität und der Ludwig-Maximilians-Universität statt.

Das jährlich für drei Tage stattfindende „Karriereforum“ der Technischen Universität dient der Unterstützung von Hochschulabsolventen in ihrem Berufsleben. Das Business Center für Innovation und Entwicklung konzentriert sich auf die Entwicklung unternehmerischer Fähigkeiten und bietet kostenlose Seminare zur Unternehmensplanung, Workshops, ein Programm für junge Top-Manager und Unterstützung für Existenzgründer.

Im Münchner Hochschulchor singen Studierende und Lehrende der Hochschule. Darüber hinaus finden regelmäßig Kultur- und Unterhaltungsveranstaltungen statt, unter anderem Open-Air-Festivals – TUNIX (in der Innenstadt) und GARNIX (in Garching).

Der Schwerpunkt der Technischen Universität München liegt auf technisch-naturwissenschaftlichen Fächern. Es wird eine konsequente Politik verfolgt, medizinische, naturwissenschaftliche und technische Wissenschaften in der Forschungsarbeit zu verbinden.

An der Technischen Universität München werden Studierende gleich in die Forschung einbezogen. Zu den Forschungszentren der Technischen Universität Garching gehören der ASDEXU-Tokamak, der derzeit außer Betrieb befindliche

experimentelle Kernreaktor „Atomic Egg“ und der neue Heinz Mayer-Leibniz-Beschleuniger für geladene Teilchen. In unmittelbarer Nähe befinden sich die vier Max-Planck-Institute (Astrophysik, extraterrestrische Physik, Plasmaphysik und Quantenoptik), das Walter-Meißner-Institut für Tieftemperaturforschung, das Walter-Schottky-Institut und der Hauptsitz des Südeuropäischen Observatoriums. Die ärztliche Leitung wird durch eine Medizinische Klinik und das Deutsche Herzzentrum München vertreten.

Das Forschungszentrum Weihenstephan für Ernährung, Landnutzung und Umwelt in Freising forscht in den Bereichen Leibeseziehung und Sport, Ökonomie und Lebenswissenschaften.

Das Forschungszentrum arbeitet auf der Grundlage der ältesten in Betrieb befindlichen Brauerei (seit 1040). Die Brauerei Weihenstephan zeichnet sich nicht nur durch ihre reiche Geschichte aus. Das Hauptmerkmal ist die Beachtung der ältesten Brautraditionen, die durch neue Erkenntnisse der Bierwissenschaft ergänzt werden. Die akademische Tradition der Brauerei begann 1852 mit der Verlegung der Staatlichen Landwirtschaftsschule von Schleißheim nach Weihenstephan. Die Hauptschüler der Hochschule waren bayerische Brauer. 1895 wurde das College in eine Akademie umgewandelt und 1919 zu einer Hochschule für Landwirtschaft und Brauerei ausgebaut. 1930 wurde die Hochschule Teil der Technischen Universität München.

Die enge Zusammenarbeit zwischen Universität und Brauerei ermöglichte es, letztere zu einem echten Forschungszentrum zu machen. Selbst in großen Brauereien findet man normalerweise nicht oft hochentwickelte Geräte für tiefgreifende wissenschaftliche Forschung. Es ist einfach unrentabel, es in der Produktion zu halten. In der Brauerei Weihenstephan werden Auftragsforschung für die Brauindustrie sowie fachkundige Beratung zur Brautechnik durchgeführt. Die Kombination solcher Studienrichtungen macht die Technische Universität einzigartig unter den Universitäten in Europa. Die Technische Universität München leitet einen großen Beitrag zur Entwicklung des Hochschulwesens in Deutschland. Sie erweitert ihre eigenen Ideen und schafft neue Berufsbilder.

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**ВЫСШЕЕ ОБРАЗОВАНИЕ:
ДВИГАТЕЛЬ ПЕРЕМЕН ИЛИ ОТРАЖЕНИЕ ТЕНДЕНЦИЙ?**

**L'ENSEIGNEMENT SUPÉRIEUR:
MOTEUR DU CHANGEMENT OU REFLET DES TENDANCES?**

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Les établissements d'enseignement supérieur sont variés et comprennent des collèges de formation professionnelle, des académies, des instituts technologiques, des écoles professionnelles, des écoles techniques, des écoles professionnelles, des universités, des établissements d'enseignement postsecondaire et des établissements d'enseignement à distance. Cette diversité répond à la demande d'une variété de professions et de connaissances dans les domaines de l'intérêt public et privé. Chaque étudiant a le droit de passer d'un établissement d'enseignement à un autre afin d'améliorer sa position sur le marché du travail. L'enseignement supérieur marque la fin de la formation initiale avant d'entrer sur le marché du travail en tant que professionnel qualifié. L'amélioration de l'importance de la formation professionnelle par l'État constitue donc un investissement retardé. En particulier lorsque les diplômés universitaires continuent d'étudier pour obtenir des titres de niveau supérieur, par exemple une maîtrise ou même un doctorat.

Cet article analyse le lien entre l'éducation et le développement. L'enseignement supérieur est-il le moteur du changement, l'initiateur du progrès économique et social, ou plutôt un instrument à adapter aux besoins sociaux et culturels existants? Peut-être que l'enseignement supérieur est depuis longtemps incontrôlé et se développe selon des tendances nationales et mondiales bizarres? En d'autres termes, est-il soumis à la demande ou plutôt à l'offre?

L'importance de l'éducation (y compris l'enseignement supérieur) dépend de la vision d'une personne de sa mission dans la société. En général, il a un Triple objectif: préserver la culture par le transfert de connaissances, adapter les jeunes aux besoins de la société et la transformer. L'objectif le plus élevé peut être considéré comme la création d'une nouvelle personne en tant que citoyen loyal, capable de résister aux pressions sociales.

De nombreuses tâches liées à l'éducation sont mises en évidence. Par exemple: mise en valeur des ressources humaines, stock de capital humain et diffusion des connaissances ou transfert de technologie. Tous ces concepts sont

étroitement liés et sont souvent utilisés de manière interchangeable. Nous pouvons considérer que tous les investissements consacrés à la mise en valeur des ressources humaines augmentent le stock de capital humain National et, en tant que tels, constituent un nouveau facteur de production modernisé.

L'enseignement supérieur pour les individus correspond à l'amélioration des perspectives de carrière et, pour les organisations, à la maîtrise du personnel doté de compétences cognitives et comportementales. Du point de vue du gouvernement, l'éducation offre des avantages beaucoup plus complexes, qui consistent en des améliorations au niveau National, ce qui entraîne une augmentation de la productivité et de l'assiette fiscale, ainsi qu'un renforcement de la cohésion sociale.

Les problèmes sociaux tels que la discrimination, l'exclusion, l'alcoolisme et le banditisme sont en partie liés au faible niveau d'instruction, à la situation socioéconomique modeste, au chômage et au sous-emploi. Ainsi, du point de vue des pouvoirs publics, le développement des ressources humaines joue un rôle important dans la mesure où il vise à surmonter ces problèmes en éliminant les obstacles sociaux. Pour tout État, il est essentiel de développer l'éducation de manière à valoriser et à exploiter les ressources humaines au profit, avant tout, de l'homme lui-même, mais aussi de lui-même.

L'impact de l'enseignement supérieur sur le développement social et économique est souvent sous-estimé. Le Groupe de travail sur l'enseignement supérieur dans les pays en développement, convoqué en 2000 par la Banque mondiale et l'UNESCO, note que l'éducation est le fondement d'un niveau de vie élevé et de sociétés démocratiques. C'est un important investissement à long terme dans la paix et le développement. Les personnes relativement plus instruites ont tendance à mieux réussir sur le marché du travail. Les pays ayant plus d'établissements d'enseignement ou des taux d'inscription plus élevés semblent être plus dynamiques et plus compétitifs sur les marchés mondiaux et plus performants en termes de revenu par habitant.

L'éducation en général et l'enseignement supérieur en particulier ont une signification plus large dans la société. Les personnes éduquées ont de bonnes opportunités de devenir des entrepreneurs dans les domaines économiques ou sociaux. Ils jouent un rôle décisif dans la création des conditions propices au développement économique. Une bonne gouvernance, des institutions solides et une infrastructure développée sont toutes nécessaires à la prospérité économique d'une nation. Sans l'enseignement supérieur, les connaissances et les compétences qu'il apporte, aucun de ces éléments ne peut exister [1].

Les connaissances et les compétences, c'est-à-dire la valeur cachée de la société, constituent un atout qui s'ajoute à l'inventaire incorporel des ressources humaines. En effet, l'utilité de l'enseignement supérieur pour le développement et

l'impact qu'il peut avoir sont considérés différemment selon le niveau de l'individu: individuel, national ou mondial.

Le Rapport mondial sur l'éducation de l'UNESCO 2021 indique que les personnes éduquées peuvent occuper des postes dans des ministères ou d'autres institutions publiques telles que des hôpitaux, des écoles, des politiques, des centres de recherche, etc. Ceux qui ont reçu des études supérieures diffusent leurs connaissances à travers des publications de toutes sortes. Ils peuvent également former de nouveaux cadres dans le secteur manufacturier privé, permettant aux entreprises de bénéficier d'un bassin de travailleurs qualifiés. « L'une des principales conclusions que notre Commission a entendues tout au long des consultations est la suivante: l'éducation est essentielle non seulement pour que les gens mènent une vie décente et pleine de sens ; il est également essentiel pour façonner notre avenir commun », a déclaré la Directrice générale de l'UNESCO, Audrey Azoulay [2].

Néanmoins, le débat sur le rôle des universités dans les pays en développement se poursuit, en partie parce qu'en période de mondialisation, de plus en plus de nouvelles professions émergent qui attirent l'attention des jeunes. Malgré le fait que le système d'enseignement supérieur s'efforce de se moderniser, il ne répond pas toujours à la demande des étudiants, notamment dans le cadre de l'émergence de nouvelles tendances. La société et le monde professionnel continuent de s'améliorer et de changer avec le développement de la technologie et le début de la quatrième révolution industrielle. Cela a eu un impact énorme sur le domaine de l'éducation, entraînant un certain nombre de tendances croissantes dans le monde de l'éducation. La société moderne a besoin d'individus compétents, éduqués, moralement développés, entreprenants, capables d'assumer la responsabilité des décisions prises, de prévoir les résultats des conséquences de leur choix. En lien avec le développement du progrès scientifique et technologique, la simplification de l'accès aux ressources informationnelles, il est devenu nécessaire d'adapter les établissements d'enseignement supérieur.

C'est ce qui oblige le système d'enseignement supérieur à appliquer les tendances dans le processus d'apprentissage. Par exemple, il y a une tendance à apprendre les compétences interpersonnelles. Selon le rapport Future of Jobs, certaines des compétences les plus importantes en milieu de travail sont la pensée critique, la résolution de problèmes, la gestion des personnes et la créativité. Les employeurs veulent voir de nouveaux professionnels qui comprennent comment prendre des décisions difficiles et démontrent leurs capacités de leadership [3]. Les établissements qui ont trouvé des moyens qualitatifs de développer ces compétences non seulement produiront les professionnels les plus qualifiés, mais bénéficieront également d'un avantage concurrentiel dans l'enseignement supérieur. Leurs étudiants seront plus aptes à l'emploi, ce qui créera un cycle

bénéfique, car les candidats choisiront un établissement d'enseignement avec un taux élevé de réussite des diplômés.

À l'heure actuelle, le système éducatif essaie non seulement de produire des intellectuels qui doivent être mis au service du pays. Bien que, dans de nombreux pays en développement, les universités soient le seul endroit où les ressources intellectuelles et scientifiques sont conservées, de nombreux établissements d'enseignement supérieur adoptent la tendance à la “facilitation de l'apprentissage”, car le développement de la technologie a également modifié les relations entre les enseignants et leurs étudiants [4]. Avec une énorme quantité d'informations à portée de main, les étudiants disposent aujourd'hui des outils pour découvrir eux-mêmes une énorme quantité de faits et de connaissances. Dans cet environnement, de nombreux élèves n'aiment pas la méthode de présentation de l'information «d'en haut». Les enseignants jouent plutôt un rôle de soutien. Leur travail est progressivement devenu une position où ils aident les élèves à comprendre comment apprendre, comment aimer apprendre et comment trouver et comprendre les informations qu'ils trouvent. Dans la société moderne, les vrais enseignants sont ceux qui peuvent aider les élèves à assumer la responsabilité de leur apprentissage. Les enseignants qui souhaitent se concentrer davantage sur le développement des élèves plutôt que sur le transfert de connaissances sont les plus appréciés dans un système éducatif modernisé.

Dans cet article, j'ai prévu d'analyser l'interaction entre l'enseignement supérieur et le développement. La question était: l'enseignement supérieur est-il un mécanisme de changement social, économique et culturel, ou s'adapte-t-il aux tendances de la société moderne ? On aurait pu s'attendre à ce que la réponse ne soit pas précise et limitée. L'enseignement supérieur, le développement et les tendances interagissent différemment selon les pays, le niveau considéré (individuel, national ou mondial) et les générations. D'un certain point de vue, l'enseignement supérieur est indéniablement un moteur de changement et une source de promesses pour l'avenir. Il y a beaucoup d'opinions où l'idée est répandue que les pays en développement doivent investir dans l'enseignement supérieur pour progresser. L'éducation aide à préserver la culture et contribue à son évolution, atténue ou détruit les problèmes sociaux. De nombreux spécialistes qualifiés contribuent à l'économie, à la politique et à la culture de divers pays. De plus, cela peut conduire à la démocratie et à la paix.

Toutefois, dans un contexte de mondialisation, le contrôle de la qualité prend également de plus en plus d'importance. Dans le même temps, les pays doivent investir dans le développement de l'enseignement supérieur, en tenant compte de certaines priorités de la société moderne et, par conséquent, de certaines tendances. L'éducation, qui contribue directement ou indirectement au développement de la société, doit être davantage axée sur la population. En outre, les étudiants doivent être conseillés pour les aider à choisir les destinations les

plus appropriées, en tenant compte non seulement des besoins de la société, mais aussi de leurs propres capacités. Les choix des élèves et la liberté intellectuelle doivent être respectés - c'est à cela que s'adressent les nombreuses tendances de notre génération.

J'en déduis donc que dans le monde d'aujourd'hui, il est nécessaire de trouver un équilibre entre l'un et l'autre. L'enseignement supérieur peut être un moteur de changement, mais à chaque nouvelle génération, il est « usé » et doit être amélioré, et c'est à ce moment-là qu'il faut se tourner vers les tendances pour que la société et l'État ne soient pas perdus et que les établissements d'enseignement supérieur continuent de produire des scientifiques hautement qualifiés, qui sont aussi des intellectuels éduqués et, en fin de compte, de vrais citoyens du monde.

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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В СФЕРЕ ЭКОЛОГИИ

INNOVATIVE TECHNOLOGIES IN THE FIELD OF ECOLOGY

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These days, measures are being actively taken to reduce the negative impact on environment around the world. Analyzing the situation in the world and focusing on individual countries, we can conclude that innovative solutions in the field of ecology can be a promising area of development for the Russian Federation, as they will reduce the negative impact of industrial companies on environment, clean up natural resources, find solutions to existing environmental problems in the future. The following technologies are good examples of the possible solutions.

3D-printing. Undoubtedly, you have heard about 3D printing, which is used in a huge number of ways. It goes without saying, this technology was used for everything: to create prosthetic limbs, build houses and print clothes. 3D printers are also becoming widely available to the public, allowing them to create simple

yet elegant designs. Also, 3D printing is being used to save the environment. Actually, plastic currently makes up about 13% of municipal waste in the US and often ends up in landfills. There is a company called Perpetual Plastic Project, that aims to turn recycled plastic products into 3D plastic printed materials [1].

Accumulators. As stated in the source, one of the main drivers of climate change is our deep dependence on fossil fuels. As a result, the burning of fossil fuels creates greenhouse gases, which in turn contribute to an overall rise in global temperatures. As you know, the problem, of course, is that the vast majority of our transportation methods are based on fossil fuels. Moreover, to reduce emissions, we need to find a way to stop burning fossil fuels [1].

Vertical farming. Definitely, as population grows and space shrinks, new farming methods are required. Vertical farms, which involve "moving up", offer more perspective in this area. For example, the Vertical Harvest Farm in Jackson, Wyoming is a three-story, 9x45m hydroponic greenhouse. Surprisingly, despite its small size, it can produce 16 tons of vegetables, 2 tons of greens, and 19 tons of tomatoes annually. After all, it is worth comparing this level of production to standard farms, which require hundreds of acres to produce a similar yield [1].

Desalination. Typically, purifying and desalination of water requires energy, which links us even more closely to fossil fuels. Nevertheless, in recent years, scientists have been working on creating water purification solutions that depend on renewable energy sources.

In a nutshell, if you want to make your water drinkable and free of bacteria, one of the best ways is to simply leave the water in a clear bottle in direct sunlight and let the UV rays do the work. As author notes, that is exactly what scientists from the US Department of Energy's SLAC National Accelerator Laboratory and Stanford University have done, developing a device that is activated by the sun and kills 99.999 percent of bacteria in just 20 minutes [1].

Cars with non-toxic emissions. Everyone knows that vehicles are the biggest source of harmful emissions in the world. Besides, their worldwide prevalence and heavy reliance on fossil fuels is a deadly combination. If we can solve or at least minimize this problem, it will be a big step towards saving the environment. Based on the well-known data, inventors like Elon Musk lead the way in this field, and the Tesla Model S is a zero emission car [2].

Cleaning Up Plastic From The Ocean. The fact is that the ocean is completely filled with garbage. There are huge floating "islands", containing hundreds of millions of pieces of garbage each. These debris patches, in turn, destroy the environment, kill wildlife, and contribute to the destruction of various ocean habitats. In addition, since the oceans play a critical role in maintaining the overall health of the environment, these green innovations will become increasingly important in the future [3].

There are some other innovative technologies presented in our paper. Technological processes, in which the percentage of waste is significantly reduced, are called waste-free. Based on statistics, woodworking in Russia uses 50% of biomass, stumps, roots, branches, that are included in the waste. Sweden has developed a technology that recycles up to 90% of wood. This attracts an additional 30 million cubic meters of raw materials to production and saves the natural resources of the planet [4].

Alternative fuel. Propane is made from petroleum products and is the most popular alternative fuel. Gas stations are found throughout Russia and Europe. During combustion, harmful impurities are emitted into the environment, but their amount is negligible compared to gasoline. As the author states, Liquefied gas has a high density and can be used in trucks. When burned, it forms a minimum amount of harmful substance. Gas is almost never used due to the lack of filling stations. For example, biodiesel is based on waste vegetable oil. The fuel is environmentally friendly and decomposes when used [4].

Alternative ecological energy sources. Solar energy is used in industry and everyday life. It is an environmentally friendly and renewable source. Solar power plants operate in the Orenburg region, Bashkiria and Crimea. Photovoltaic cells, that are used to heat water and produce electricity, can be installed on air transport, boat, electric vehicles. According to the author, in Europe, photocells are placed on the roof of railway vehicles for the operation of lighting and air conditioning systems. At home, with the help of solar panels, you can charge your phone or laptop [4].

Bags and disposable tableware. As stated in the source, Russia produces disposable tableware from biodegradable material. Kitchen items are made from sugarcane fibers that are left over from the production of syrup. Ecological technologies make it possible to create dishes from wheat straw, cellulose and starch. After the usage, the product can be thrown away without worrying about the state of the environment. In addition to plates, edible disposable spoons have been developed. Made from corn and flour, they can be decomposed without any harm to the environment. In India and Sweden, bags have been created from natural, environmentally friendly material. Outwardly, they are very similar to plastic ones, but they are made of starch and are edible for insects and birds [4].

Creation of projects for the development of ecology. As the author notes, in December 2014, a water canal of St. Petersburg closed nine direct outlets of the Petrovsky Stadium, through which about a thousand cubic meters of untreated wastewater per day had previously flowed into the Neva, without any treatment. Also, at the end of 2014, some direct discharges of sewage along the Petrogradskaya embankment were eliminated, then, in 2015 - along the Admiralteyskaya embankment and the embankment of the Fontanka River [5].

Indeed, in April 2015, an important stage of the program aimed to stop the discharge of raw sewage was completed: the construction of a sewer collector on the section of Admiralteiskaya Embankment from Palace Passage to Senatskaya Square. This made it possible to close six direct outlets of sewage into the Neva, with a total volume of about a thousand cubic meters per day [5].

In conclusion, I would like to point out that none of these innovations has currently great importance compared to the destructive action of a human being. Nevertheless, they will become a necessity soon. We simply cannot afford to continue doing what we have always done. I think, environmental innovation is of particular significance and needs to be given a lot of attention, as the state of the environment is steadily deteriorating around the world.

It is important to note that, like any innovations, eco-innovations require a systematic approach to managing them, which should consist in the complexity and unity of organizational, economic and environmental regulation of the processes of creation and dissemination of innovations at all levels.

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**ПРОГРАММА ПОДГОТОВКИ ЛИДЕРОВ
МЕЖДУНАРОДНОГО БИЗНЕСА
В ГАРВАРДСКОМ УНИВЕРСИТЕТЕ**

**INTERNATIONAL LEADERSHIP DEVELOPMENT PROGRAM AT
HARVARD UNIVERSITY**

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Today we are in the middle of the 4th Industrial Revolution. On the one hand it is good news because life has become so much easier, but on the other hand everything is changing so fast. What is the future of work? What professions will be needed? What skills will be important in the nearest future?

Undoubtedly, the level of economic development of our society and the quality of people's lives directly depend on the quality of education. Our fast-changing world is demanding high-quality professionals. Students need knowledge and professional training. They also need soft skills, competencies that make it easy to build communication with other people, cope with different tasks more effectively and learn new things quickly. They will be useful in absolutely any field and will help their owner move up the career ladder faster.

Modern young people are faced with the task to deepen their knowledge and also to prepare themselves as competitive professionals with a number of leadership qualities and the ability to work in a team. Western countries realize that there is a need to create programs of leadership development.

Today more and more emphasis is being placed on educating the student as a self-developing competitive personality capable of being a leader. Students should learn how to make independent decisions and be responsible for them.

Leadership programs that are widely available at American. Modern society requires young people to be self-confident, and emotionally stable, to have a broad outlook, and the ability to think critically. A modern student really needs leadership skills.

Harvard Business Education is valued all over the world. Harvard Business School has many of the world's wealthiest and most influential graduates, such as George W. Bush (a USA President), Ray Dalio, and Sheryl Sandberg. It was founded in 1908. Harvard Business School was actually the first place where you could get an MBA. Harvard alumni say that their life change after studying at the

university. Those people whose what their companies to roll out to international market really should take a leadership development program at Harvard.

Harvard Business School's Leadership Development program includes four basic one-and-a-half-week modules and a fifth, giving Harvard graduate status. Currently the fee: \$52,000. It covers tuition, books, case materials, accommodations, and most meals. The nearest module starts on 29th of November 2022. The program is combined with the main place of work. In between modules, students return to their home countries and practice the acquired knowledge and skills in real life.

A feature of the leadership program at Harvard is a deep immersion in oneself in order to realize one's own goals and motivation. "Finding your true north" was the moto of the entire Personal Leadership Development program. A group of eight students, while on campus, agree on absolute confidentiality and immerse themselves in working out the goals and motivation of each participant, his childhood dreams and perception models. As a result, the scale of thinking changes and the limiting framework goes away.

One of the main features of the program is the Harvard time. This is an intense pace of the program, when the day is planned from 6 am until 2am of the next morning. There is a clock with a second hand in every classroom to remind you that every second matters. Time is money. Time is really important there.

Harvard students have a set of motivational rules to follow:

1. The sleepers have dreams, and the dreams of those who preferred studying become reality.
2. It is never too late.
3. Study is measured not by time, but by diligence.
4. Life is not just for learning, but if you can't cope with this part of life, then what are you able to cope with?
5. Difficulties can be fun.

Harvard students must be prepared for a lack of sleep, because evening communication in the group ends in the early hours of the morning, and at six in the morning they have to get up again. It is really intense. Intensive working time makes students more focused on their tasks.

After the module students return to their work, but at the same time they stay in touch every day.

According to the leaders of the Harvard program, the classic MBA, where knowledge is taught in its purest form is already outdated. Actually, today there are so many sources of knowledge. Harvard focuses on teaching students the way of thinking and communication skills. That is why project-based learning is so widely used.

Business thinking means knowing how to analyze things. Students study cases a lot. These are cases on mergers and acquisitions, business ethics, personnel

development, and cultural differences. They are all completely different: from the creation of IT giants to the development of startups such as Beyond Meat. There are cases of competition of BMW and Audi and business models of sports events. Each of the cases is presented by people who carried it out. It is worth mentioning that top managers of leading corporations and top officials of large organizations, are often invited to Harvard.

The training cases are taken from real life and from the recent past. There are interesting cases on mergers and acquisitions. Program cases include situations with a mismatch of cultural codes that prevent the acquired company from integrating into the parent company. Cases about cultural differences are very relevant for students from Russia.

One of the professors working on this program is Professor Bill George, who wrote the book "Finding Your True North". He used to work for Goldman Sachs. At the peak of his career, he quit everything and went to teach at Harvard, because he always dreamed of becoming a teacher. He teaches students not to be afraid to go to their dreams, because if you do what you love you do not really have to work and the income will come by itself. According to him, 7 years after this drastic change of activity, after becoming a tutor, he earns no less than during his time at Goldman Sachs.

On campus, students live in groups of 8 people. The campus is essentially a five-star hotel complex, where each student has their own room, and each co-living group has its own recreation area and study hall. The cost of accommodation is included in the tuition fee.

The main goal of business education at Harvard is to create an international team with a similar business background that stays in touch and supports each other after completing the program.

For example, the HBS Global WhatsApp group consists of more than two hundred people - these are top managers from more than thirty countries. Thanks to the Executive program, you instantly find a common language, common contacts and a common understanding with new acquaintances around the world. This is especially true when you find yourself in a new city or a new country.

For many people university friends are for life. Harvard is not an exception. Studying at Harvard gives students support from friends from all over the world in implementing new ideas. Later when you happen to be Spain you will be able to ask for help from a Spanish executive who studied with you at Harvard. Or some Harvard alumni from China will explain how to do business in Asia.

Studying at Harvard gives you courage. The program teaches how to engage in the global development of companies that want to increase in scale. The program teaches you how to develop partnerships and get investment, how to improve sales.

Many companies in Russia need consultants when they enter international markets. Case studies help to learn and understand techniques and methods of work of international companies. Cases also help to understand cultural differences. Sometimes, every little thing matters. It matters how you greet people, how you shake hand and make a small talk.

Some Harvard graduates program work on the board of the University Council. They are very helpful. They give recommendations for admission.

Harvard also has highly specialized programs, such as investment courses. There are many short-specialized programs on this topic.

In conclusion, it should be pointed out that it makes sense to get education in the USA only if you plan to be involved in international activities, for example, to engage in business globalization.

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TRENDS IN HIGHER EDUCATION IN RUSSIA

ТРЕНДЫ ВЫСШЕГО ОБРАЗОВАНИЯ В РОССИИ

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In recent years a lot of education change projects in higher education in Russia emerged. They have been widely discussed in society. The goal of innovations is the only one - to improve the quality of education in the country. There is an opinion that Russia has lagged behind in development by almost one hundred years in the scientific field. The reason for this is the lack of scientists and well educated people. Therefore, there is a demand in society for high-quality higher education.

Of course, the 21st century is the century of technology and digitalization. Every day new and new products appear, discoveries are made, new decisions are introduced and ideas are born. It is important to adapt all of them to innovations quickly.

At first let's answer the question: what are trends? The same as trends as it is said in the Oxford Dictionary, trend is a general development or change in a situation or in the way that people are behaving. Trends appear depending on the conditions in which people are. They are more specific and objective, and also often looks "into the future", rather than meaning what is already common. A trend is an idea picking up speed, which will be known and talked about all over the world tomorrow. A business can benefit if it detects trends in time, determines the trend and uses the information correctly. Trends can be different in scale and happen in different spheres: design, fashion, economics, marketing and education.

Next, we will consider what trends are currently appear in Russian higher education.

Firstly, great attention is paid to the psychological state of students. Since man is a complex being, harmony and balance are very important for them. But sometimes there are moments when life poses very difficult tasks for people. For example, how to become successful? How to fulfill your dreams? How to establish relationships with other people? How to adapt to new conditions? How to cope with your experiences? Sometimes it is not easy to find answers to these and many other questions alone. Together with a psychologist, students can find their own way of solving and become the author of their own happy life.

The Department of Psychological Assistance is actively working in Kazan Federal University. Psychologists help to develop a personality, reveal its unique abilities and implement them; promote a better understanding of themselves and others, the formation of harmonious, conscious relationships with themselves and other people. What events are organized by employees to achieve their goals:

trainings and training courses pointed at developing the potential of the individual, team building, goal setting, adaptation to new conditions and much more;

psychodiagnostics of the individual, as a result of which you will be able to find out which field of activity is most suitable for you in order to be realized in it within the walls university; discover what you really are and how you can unlock your potential, become better, more effective and more active;

meetings of the "Cinema Club", where you can watch and discuss films in a cozy atmosphere with the same lovers of meaningful cinema as you;

meditative classes in the psychological relief room "Equilibrium", which will help you restore strength and peace of mind;

classes of the "Workshop of practical psychologists".

Students of the Institute of Psychology have the right to take advantage of the opportunity to gain practical knowledge in the Department by attending the following events:

individual psychological consultations, where our specialists will help you to understand the issues that concern you, restore your mental balance and teach you how to cope with your internal fears and anxieties on their own;

psychological playbook classes, where you will get the opportunity to relax, play various psychological games and additionally get new acquaintances and a psychologist's consultation;

individual and group counseling of employees, as part of working with students.

As a result, the indicators of University students have increased.

Another trend is continuity in education. Several decades ago it was easier for a person to plan a career. Usually it was possible to get a specialty and be sure that nothing would be changed in the coming years. Nowadays the situation is completely different. Therefore, the very structure of education is changing at a mind-boggling rate.

The engineer's knowledge in the 1930s had a service life of 35 years. That is, it was really possible to graduate from the university and almost all my life not to learn anything new. But in the 1960s, this time was reduced to 10 years. Nowadays, an engineer's knowledge is enough for 2-5 years, depending on the field of activity. And in digital professions - like a marketer or SEO specialist – it does not exceed six months at all.

Continuing education is no longer "another way to learn". This is a reality, a necessity. Whether we realize it or not.

It is still possible to gain new knowledge and improve your qualifications at the university. There are various "stages" for this: bachelor's, master's and postgraduate studies.

This provides an opportunity for one person to get education in various fields of knowledge. For example, you can get a bachelor's degree in the specialty "Information Systems and Technologies", then get a master's degree in the same direction, but already in the profile "IT-project Management" or "E-commerce".

In addition, a huge number of additional education courses appeared, where a specialist can improve their skills or undergo retraining. A huge advantage is that training can take place both in person and online. This will allow a person to learn without interrupting the work process.

People study for fun, for career growth, for self-development. Sometimes they should change their profession or create their own projects. Even if people are madly in love with our business, it will no longer be possible to spend several years on education once, and the next five dozen to use this knowledge and hone their skills exclusively in practice. To be a good specialist you will still have to

learn new skills, get acquainted with technologies and add new skills used in other areas to your skill set. As they say in Russia, live for a century - learn for a century.

To sum up, Modern Russian society lives and develops in a rapidly changing world. The reality is that constant development has become a necessary condition for human existence. The main mechanism of such development is the higher education system. The position of the state, its economic stability and foreign policy status depend on how well higher education meets the current needs and demands of the time. This brings the development of higher education to the rank of priority tasks of the state policy of Russia. It is important to be able to adapt to living conditions for being a good specialist. For success, it is important to follow trends and be able to express yourself in your field. Steve Jobs, famous American entrepreneur, inventor and industrial designer said: "Innovation distinguishes a leader from a catch-up".

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ОЦЕНКА ПРЕИМУЩЕСТВ СОВРЕМЕННЫХ САД СИСТЕМ

ASSESSING THE BENEFITS OF MODERN CAD SYSTEMS

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The development of science and technology dictates the development of specialist training. In particular, for graphic preparation, now it is not enough just to be able to draw and understand drawings, now an indispensable condition is the ability of a graduates to use a computer in their work. Therefore, in the learning process it is necessary to use graphic computer programs for teaching computer graphics.

Working with graphic programs helps to develop students' interest in studying graphic disciplines, increases graphic and technical literacy, the ability to work with design documentation and reference literature, the desire to expand their professional horizons and develop creative abilities and cognitive activity. It also fosters independence and forms responsibility for the result of their work. Improving the student's graphic literacy and achieving the skills of drawing up

drawings and accompanying documentation, and in the future creating 3D models for visualization, will allow the student to gain an advantage in completing term papers.

Working with graphic programs develops students' interest in studying graphic disciplines, increases graphic and technical literacy.

You need a program that will allow you to make simple drawings in 2D format, as well as parts and assembly units in 3D format and accompanying documents (specifications, explanatory notes).

The requirements for computer programs used in the educational process are as follows: Simplicity of the interface; Availability of Russified version; Convenience of work; Support for the main Government standards in the execution of drawings; Ability to perform 3D models of parts.

Currently, there are various modern programs on the market that differ in functionality.

The most popular for use in educational institutions are AutoCAD, KOMPAS-3D, SOLIDWORKS, T-FLEX CAD. Each of the programs has its own advantages and convenience for users.

AutoCAD is a basic CAD system developed and supplied by Autodesk. AutoCAD is the most widely used CAD system in the world. It allows you to design in both 2D and 3D environments. You can build 3D models, create and draw up drawings.

AutoCAD is distinguished by extensive customization functions, a large number of applications and the ability to use versions of the program for specialists in the relevant areas of AutoCAD Mechanical, etc.

For all its attractiveness, Autodesk products are not currently distributed in Russia.

KOMPAS-3D is a domestic development of ASCON, and this is its undoubted advantage.

KOMPAS-3D - supports the main standards of ESKD, SPDS and others, both Russian and foreign.

A 3D model is used to build the finished drawing, while the data in the 2D drawing changes when the model is edited.

There is the possibility of creating not only a 3D model or 3D assembly, a drawing made according to the GOST rules, but also other supporting documentation, such as specifications, etc., in accordance with the standards.

There is a wide range of tools that help automate a significant part of the tasks, there is also a common library of various components and parts.

KOMPAS is similar to AutoCAD in terms of functionality, but it is more intuitive, the program also has Russian-language prompts, which is very user-friendly. The interface is much easier, which makes it difficult to carry out construction from the very first lesson.

Another advantage of KOMPAS-3D is that it supports many of the most common electronic drawings and creates files directly required for a 3D printer.

SOLIDWORKS is a three-dimensional software package for automating the design work of an industrial enterprise. The developer is Dassault Systemes.

Application modules operate at the level of a single information model, which allows solving specific tasks for special purposes.

Focus on technological and design preparation of production.

Automation of workflow and the possibility of interaction between various document formats.

A wonderful option for three-dimensional modeling, in programming you can solve applied problems.

It is possible to test the designed part in conditions as close as possible to reality.

And at the same time, SOLIDWORKS does not have such an extensive library compared to other programs. And the last minus of this program is that it is not distributed on the territory of Russia.

T-FLEX CAD is one of the most powerful domestic CAD systems developed by the Russian company Top Systems.

The company has good 3D modeling tools, a large selection of libraries with typical and standard elements. T-FLEX creates a complete associative link between a 3D model and a drawing, creates assembly drawings and even records of assembly animation - disassembly of any complexity.

T-FLEX uses a single file format in all types of documents, which makes it easy to use this program. A clear advantage of T-FLEX is a more complex and more functional toolbar, which allows you to create your own interface, database and programming within the program, which in turn allows the user to quickly complete the set goal.

In connection with the global development of the information environment in modern society, the training of specialists requires the use of information technology, including the use of CAD systems. The introduction of computer modeling contributes to the development of spatial thinking, logic. The goal is to train professionals who are able to solve non-standard situations by performing production and technological types of professional activities. Thus, having laid down the foundations of computer modeling, students become an active participant in learning.

Of the CAD systems currently on the market, KOMPAS-3D and T-FLEX are the most optimal for an educational institution. Moreover, KOMPAS - 3D is simpler and more understandable for students, and T-FLEX, despite its rich functionality, is relatively difficult to learn. Nevertheless, work with these programs will allow students to improve the level of professional and personal qualities.

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**СРАВНЕНИЕ ВЫСШЕГО ЭКОНОМИЧЕСКОГО ОБРАЗОВАНИЯ
В США И ВЕЛИКОБРИТАНИИ**

**COMPARISON OF HIGHER ECONOMIC EDUCATION
IN THE USA AND GREAT BRITAIN**

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The article compares higher economic education in the leading universities of the USA and the UK. Harvard in the USA and Oxford in the UK were chosen for comparison. The main criteria for comparing universities are the university's status on the world stage of higher education institutions, the curriculum, as well as the main advantages and disadvantages of studying at each of the compared universities.

Economics plays a central role in policy, business, and competition regulation-not to mention debates on issues ranging from intellectual property to network neutrality. It is important to understand how economic life is formed and to study the economic and social consequences of new market structures and business models. People get most of this knowledge in higher education institutions, but how exactly and what is their difference, we will analyze in more detail on the example of leading universities in the USA and Great Britain.

According to the Times Higher Education reputation rating, Harvard University is among the top 10 best universities in the world [1]. At Harvard, Economics is a way of thinking, and students can apply this way of thinking to almost any aspect of the world. One of the greatest strengths of the concentration is the opportunity for exposure to a broad variety of approaches and topics. All concentrators are required to take at least three additional elective courses in Economics, which aim to introduce the student to the various fields within economics, to build on the intermediate theory courses, and to further develop the

student's writing skills and skills in statistical and quantitative analysis. Upper-level economics courses are categorized by subfield (development, economic history, finance, international economics, micro/macro-economic theory, public economies and more) [2]. Each subfield is a specific area of focus within economics, so students can mix and match courses from different subfields however they like. Since most economics courses are based on many others, there are many study plans. Some courses are only offered every other year. Some courses conflict; some have limited enrollments.

One of the advantages of Harvard University is the uniqueness of the learning trajectory. Students have the opportunity not only to choose the main and additional specializations (typical for American major and minor universities), but also to create their own curriculum in order to study an interdisciplinary field. Together with a strong general education base, this allows Harvard graduates to simultaneously be specialists of a broad and narrow profile. Another advantage of the university is financial assistance. Contrary to many stereotypes, Harvard is more financially affordable than many lesser-known American and European universities. Admission is carried out according to two principles: need-blind admission and 100% need-based aid. If the annual family income is less than USD 65,000, then the student is provided with a scholarship covering all tuition, accommodation and other expenses. The main disadvantage of the university is the high competition. As with any Ivy League university, Harvard is characterized by high selectivity. Every year, the admissions committee receives over 40 thousand applications [3]. Only about 4% reach the enrollment stage. In the selection process, the admissions committee pays attention to everything: the average score of the applicant, the results of standardized tests, letters of recommendation and especially a motivation letter.

According to the Times Higher Education reputation rating, Oxford is among the top 10 best universities in the world and ranks second. As stated on the Oxford University website, “an understanding of Economics is essential to understand government policy-making, the conduct of businesses, and the enormous changes in economic systems that are occurring worldwide”. It's worth noting that the mathematical and experimental methods used by economists are also used in both the public and private sector to quantitatively analyse a range of real-world problems.

There are three areas of the Institute of Economics at Oxford: “Philosophy, Politics & Economics”, “Economics and Management”, “History & Economics” [4]. The first year of each degree (Prelims) is designed to ensure a broad knowledge of economics before student go on to do more advanced papers in the second and third years. As part of the Prelims course, student will take introductory courses in Microeconomics, Macroeconomics and Mathematical

Methods. These courses are taught through a combination of lectures and tutorials or classes.

Finals courses are spread over the second and third years. There are no second-year examinations. In addition to more advanced courses in Microeconomics, Macroeconomics and Quantitative Economics, a range of option papers from Behavioural Economics to Monetary Economics are available.

Main advantages of studying.

One-on-one training. Oxford has a unique tutoring system that allows students to regularly visit their supervisor, work closely with him and constantly receive feedback on written papers and other achievements in studies and science.

International composition. In Oxford, a student will not feel like a stranger, because applicants and teachers from all over the world come here. More than 43% of students come from other countries.

The main disadvantages of studying.

The cost of training. The obvious disadvantage of Oxford University is the high cost of tuition, which varies from 24,877 USD to almost 71,350 USD per year. Of course, there is an opportunity to receive scholarships, including with full coverage of expenses, but it is extremely difficult to win a competition for such funding.

Lack of places in dormitories. Every year the university accepts more than 8 thousand students within its walls. And although Harvard and Oxford Universities occupy leading positions in the list of the best universities in the world, there are strong differences between them. If undergraduate students are guaranteed a dormitory for at least 2 years, then undergraduates and doctoral students get a place only in 72% of cases. At the same time, it is not so easy to find private housing – the university imposes requirements for the maximum distance between the place of residence and the building in which the student studies.

Harvard and Oxford Universities, consistently ranked among the most prestigious universities on the planet, annually receive tens of thousands of applications from potential students from all over the globe. They strive there because both universities are known for the highest standards, high-class teachers and have a great history. Both Oxford and Harvard are valued by academic scholars. Although Harvard and Oxford Universities occupy leading positions in the list of the best universities in the world, there are strong differences between them. Harvard is a private Ivy League university, Oxford, on the contrary, is a state university. If Harvard is the best for research and graduate programs, then Oxford is the best for undergraduate programs. The admission level to Harvard is competitive, and about 5% of those entering this university receive admission. While admission at Oxford University is 17.0%. If an applicant has a desire to

study any of the humanities courses, then he should enroll in Harvard. And Oxford is ideal for applicants who want to study economics in depth.

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**ОСНОВНЫЕ ТЕНДЕНЦИИ РАЗВИТИЯ
МИРОВОЙ ОБРАЗОВАТЕЛЬНОЙ СИСТЕМЫ В 21 веке**

**THE MAIN TRENDS IN THE DEVELOPMENT OF THE WORLD
EDUCATIONAL SYSTEM IN THE 21ST CENTURY**

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Since the education system is one of the social institutions, its development is completely predetermined by the changing needs of society. The choice of the direction of development of the education system is determined by the nature and achievements of scientific, technical and social progress.

The dynamics of modern social development are characterized by rapid and profound changes in all areas of human activity: in science and technology, in economics and politics, in education and culture, in the organization of production and in its management. Education as one of the most important social institutions is subject to constant development in accordance with the changing needs of society, with the development and introduction of high technologies. At the same time, the response of educational systems to public challenges does not occur automatically, but indirectly, in the process of developing public opinion and the activity of teachers, public and state figures, differing in a certain inertia.

These circumstances make it necessary to constantly search, research and monitor the civilizational processes, the processes of functioning of educational systems in order to coordinate their basic parameters with social changes, with the leading trends and trends of scientific, technical and social progress. At the same time, the content of the educational process usually requires the most radical

modernization, since it forms the foundation and opportunities for improving student training programs in high and vocational schools, determines the level and quality of higher education. The content of vocational education directly affects the nature of the development and use of the productive forces of society, material and spiritual culture, and the well-being of the population.

By the beginning of the XXI century, the following global trends have developed and are clearly manifested in the world education system:

The general desire to democratize the education system is growing. At the same time, access to education is ensured for the entire population of the country, primarily for capable talented young people, regardless of their social origin and financial situation, and continuity of stages and levels of education.

There is a gradual increase in the total duration and improvement in the quality of preschool education and upbringing of children. As evidenced by the experience of the educational systems of French-speaking European countries and the Soviet system of education, the work of preschool institutions significantly increases the educational results of subsequent stages.

There is a noticeable increase in the efficiency of primary school work through the revision and improvement of educational programs, the involvement of university graduates in pedagogical work, and not pedagogical college.

There is a restructuring of the basic school. The process of restructuring is understood as providing students with the basics of basic knowledge and skills at the same time as providing the widest possible opportunities for educational and professional orientation. Unfortunately, today no developed country in the world provides a successful combination of general education of children and their high-level professional training within the walls of the school during the period of study in it.

The general trend for developed countries is the gradual complication of vocational education systems, the creation and use of its new variants, most of which are designed for young people aged 18-23. The trend of expanding the vocational education system to the contingent of adults who have to change their profession in the course of their work is clearly noticeable.

The school's departure from focusing on the "average" student and the school's increased interest in talented children and young people, in the peculiarities of the disclosure and development of their abilities and creative potential become noticeable.

There is a search for additional resources to ensure that children with special needs receive education.

There is a gradual increase in the market of educational services and the expansion of their range.

Education is becoming a priority object of financing in all developed countries of the world. There is an awareness of the prospects of investing in human capital.

In the field of education management, a reasonable compromise is being sought between strict centralization and standardization of education, on the one hand, and full autonomy of educational institutions, on the other hand.

The range of educational and organizational activities aimed at developing the abilities of students is constantly expanding.

A multi-level education system is being developed, which provides greater mobility in the pace of learning and in the choice of students' future specialty. It forms the student's ability and desire to master new specialties and professions on the basis of the university education received.

The educational process in universities is characterized by the use of modern information technologies, wide inclusion in the Internet system with its rich information resources and intensive development of distance learning forms of students.

In the world educational system, the humanitarian component of the content of training specialists is significantly increasing.

Integration processes in the field of higher education are intensifying both at the state level (formation of university clusters) and at the international level (increased cooperation between leading universities of different countries).

Universities are merging with industrial complexes. As a result, a base is being formed for scientific research and targeted training of unique specialists for urgent tasks in the field of industrial production.

The considered global trends in the development of education have a fundamental character. At the same time, practically for the development of each type and level of education, there are also their own specific trends due to their own goals, characteristics, nature of implementation and new social requirements for the level of training of the relevant graduates. Thus, the following trends are most characteristic of the development of the world system of higher technical education today:

Humanization. This trend reflects a general change in the goals and nature of social production and its orientation to human needs and interests, as well as awareness in society of the determining role of the personal factor in ensuring high production efficiency. The system of engineering education pays more and more attention to the formation of students' understanding of the role of moral norms and values in their future professional activities. This is what ensures that they develop a sense of personal responsibility to the present and future generations for the possible results of this activity.

Fundamentalization. In the conditions of a significant acceleration of scientific and technological progress and a rapid change of generations of

equipment and technologies for the development of new high technologies and their successful use in the process of creating modern competitive products, special knowledge alone is no longer enough. A modern specialist should deeply master the physical, chemical and biological fundamentals of technologies and always be ready to use new effects in their development, while applying mathematical modeling methods based on computer technology and information technology. This seems to be very important for accelerating the development of promising high technologies and bringing them to the possibility of industrial use.

Increasing professional and social mobility as one of the defining features of the lifestyle of a modern person requires the rejection of narrow specialization and the transition to universalization, to the training of a broad specialist. This allows graduates to freely navigate a fairly wide range of problems in the field of professional activity, quickly adapt to the inevitable changes in products, technologies, conditions and nature of production.

A serious complication of the environmental situation, the problems of which are becoming global today, requires appropriate greening of engineering education. This trend is manifested, on the one hand, in strengthening environmental education and instilling environmental culture to all engineers, and on the other – in organizing the training of engineers of a fundamentally new quality – specialists in the field of environmental monitoring and environmental protection activities. This is what makes it possible to ensure the harmonization of relations in the “man-society-nature-technical sphere” system.

The intensification of the processes of globalization of world economic relations based on the principles of a market economy determines the need to strengthen the economic and legal training of engineers. Without this, they cannot properly assess the technical and economic characteristics of their products, indicators of their competitiveness, as well as provide legal protection for their inventions and other scientific and technical developments, their intellectual property.

Due to a serious change in the goals, nature and structure of the professional activity of a modern engineer and an increase in the role of the personal factor, the role of managerial competence and the functions of training, retraining and education of personnel is significantly enhanced. This circumstance makes it necessary to make appropriate changes to the content of their professional education. We are talking, in particular, about a serious improvement in the quality of managerial and psychological and pedagogical training of engineers. Today, relevant knowledge is becoming more than just elements of a common culture.

The problem of mutual recognition and equivalence of study periods, educational qualification levels and documents on obtaining educational qualifications (certificates and diplomas) is closely related to the trends in the

development of the world education system as well as academic degrees and titles. In order to successfully solve the problem, international experts must necessarily take into account the features and characteristics of each national higher education system, which at the same time must also correspond to a standardized description and be used for an objective assessment of the quality of training and final educational qualifications. To date, the following basic models of educational systems have developed in the world:

The American model includes junior high school – high school – senior high school – two-year college – four-year college in the structure of the university - master's degree – graduate school.

The French model includes a single college – technological, vocational and general education lyceum – university – master's degree – graduate school.

The German model: a general school – a real school, a gymnasium and a basic school – an institute and a university – a postgraduate course.

English model: Combined school – Grammar and modern school-college – university – Master's degree – Postgraduate study.

Russian model: general education school – full secondary school, gymnasium and lyceum -college – institute, university and academy – postgraduate.

In solving the problems of world education, major international projects and programs are becoming important, since they necessarily involve the joint participation of educational institutions and teachers-representatives of various educational systems. Among the most famous modern major international projects and programs, the following should be noted: Erasmus, Lingua, Eureka, Esprit, Tempus, Iris and others.

UNESCO successfully performs the function of coordination and regulatory support for the development of the world educational space today. This organization develops international legal acts for all countries, both global and regional. UNESCO's international legal acts contribute to the globalization of modern education, bringing to the level of the primary tasks of human civilization the problems of educating people in the spirit of peace, democracy and humanism, respect for human rights, historical and cultural values and traditions of other peoples, preservation of the environment.

In conclusion, it should be emphasized that such qualities as dynamism and internationalization, different density of contacts and connections between individual components of the international educational system are most characteristic of the modern world educational space.

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УДК 37

ЯПОНСКАЯ СИСТЕМА ОБРАЗОВАНИЯ

JAPANESE EDUCATION SYSTEM

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Building successful social, economic and political spheres of society is extremely difficult in conditions of a low level of education development. The importance and role of an effectively functioning education system for the progress of society was actualized at the beginning of the 21st century. In the context of globalization and universal digitalization, the inefficiency of the educational system of a particular country inevitably leads to its lagging behind the leading countries in most spheres of society [1].

The problem of education is relevant for our country. The leaders of the Russian Federation are aware of it and take possible measures to solve the problem situation that has arisen. One of these solutions is to study the experience of setting up an educational system in those countries that have achieved significant success in socio-economic development. One of these countries is Japan.

The purpose of this work is to consider the principles of the organization of the educational system in Japan; determination of its advantages and disadvantages.

Consideration of the historical aspect of improving the educational system is important for understanding the reasons for success in the social and economic development of Japan. Over the past century and a half, three major educational reforms have been carried out in Japan. The first reform began in 1871. During it, primary and secondary schools were established throughout the country in a short

period. In 1886, the Japanese leadership introduced compulsory three-year education, which from 1890 became free for all Japanese. In 1908, the term of compulsory education in a Japanese school was increased to 6 years [2].

The second reform in the field of education in Japan began after the end of World War II. This reform was aimed at solving the problem of post-war economic recovery in Japan. The state needed skilled workers to produce goods that could compete with Western ones in price and quality [2].

Legislatively, the second major reform in the field of education was based on the new Japanese Constitution of 1947. Thus, compulsory nine-year schooling was introduced. The Japanese education system guaranteed equal opportunities to receive it; prohibited discrimination on racial, sexual, social and religious grounds; excluded contacts of educational organizations with political and religious organizations; introduced the principle of decentralization of school management. State control over the sphere of education has been minimized. Local education committees have taken over the financing of educational institutions, the development and implementation of training programs [2].

In 1987 a plan for the third major education reform was presented, which included six main areas: primary, secondary and higher education; the creation of a system of continuing education; internationalization of education; computerization of education; administrative management and financing [3].

The Japanese education system is similar in structure to the American education system. However, in terms of content, it is aimed more at cultivating moral norms and national character. Currently, the education system in Japan includes the following stages: preschool education, elementary school, junior high school, senior high school and high school [3].

Preschool institutions are represented by kindergartens and day centers. Children are admitted to kindergartens from the age of three, to day centers – from eight months. Babysitter work with children in day centers. This practice makes it possible to reduce the period of female disability associated with child care. From preschool age, children are taught to actively contact their peers in order to socialize faster and more effectively. For this reason, at least 90% of preschool-age children attend preschool institutions for at least a year [3].

Studying at a Japanese school begins at the age of 6 and lasts for 6 years. It is free in public schools. At this educational stage, students are practically not given grades. Instead of assessments, there are value judgments, for example, "excellent", "good", "satisfactory". In addition, a Japanese teacher does not have the right to publicly announce a judgment about a student. Only in private. Accelerated learning or leaving for the second year is not allowed in primary school. As in Russia, at this stage, all subjects are taught by one teacher. An interesting fact is that in Japan, almost 50% of primary school teachers are men.

The academic year at all educational levels lasts 240 days. For example, the academic year last 211 days in Russia, 180 days in the USA [3].

Education in junior high school lasts three years. At this educational stage, students optionally study foreign languages, and some professions are being taught. Since the mid-60s of the 20th century, textbooks for compulsory nine-year education have been provided free of charge.

Great importance in the Japanese education system is given to the development of motivation to study hard. National traditions help in the successful solution of this issue, in particular, the tea ceremony fosters a sense of love for people. At all levels of the Japanese school, considerable attention is paid to patriotic education. So, since the late 70s of the 20th century, the Ministry of Education of Japan has obliged educational institutions to finish every school year in schools with the performance of the imperial anthem called "You are the World". In addition, the practice of hanging the national flag in Japanese schools on holidays was introduced. There are hours of moral education in the program of all stages of the Japanese school. Students are required to wear uniforms [4].

About 95% of junior high school graduates enroll in senior high school. Students who have not entered the senior secondary school have the opportunity to enroll in five-year colleges. These colleges are equivalent to professional technical schools. In these educational institutions, students receive adequately paid jobs [3].

Education in the senior secondary school lasts 3 years. Since 2010, this stage of education in public institutions has become free. Students at the end of each trimester take exams in writing, knowledge is assessed on a one-hundred-point system. In high school, in the context of moral education, great importance is attached to volunteer activities. In the senior secondary school, the number of male teachers increases even more and reaches 80%. 48% of graduates of the senior secondary school go to universities and colleges. According to UNESCO, Japanese schoolchildren are ahead of their peers from other countries of the world in terms of knowledge in mathematics and natural sciences [5].

The work of a Japanese teacher is well paid un comparison with other countries. The teacher's salary is 25% higher than the average salary of a civil servant. The average salary of a teacher is about 34 thousand dollars per year. Given that teachers belong to the category of civil servants, they retire at 60 years old. Their pension is quite high. And this is not accidental, because Japan occupies one of the leading places in the world among other countries in terms of education financing. Japanese teachers have a fairly high social status. But at the same time, considering extracurricular work, Japanese teachers are very busy. Their working day lasts from 8 to 17 hours, and sometimes ends later [5].

With all the unconditional success of the Japanese school, there are many problems in it. One of such problems is the overwork of schoolchildren from the

need to assimilate a rich curriculum. The second visible problem is insufficient knowledge of English. And this is despite the fact that English is studied by Japanese schoolchildren from 7th to 12th grade. One of the reasons for this problem lies in the fact that the emphasis when teaching English in Japanese schools is on the acquisition of reading and writing skills to the detriment of the development of oral communication [4].

In addition, Japanese schoolchildren and their parents are concerned about the presence of fierce competition for admission to the best school or university. The Japanese school is not devoid of such a vice as cruelty in the relationship between schoolchildren, as well as teachers and students. Child drug addiction and crime have also not left the summons of the Japanese school [5].

Japan is characterized by the presence of institutions of extracurricular education. These are so-called tutoring schools, classes in them are paid. Their purpose is to help Japanese schoolchildren enroll in high school, universities, and even improve their level of knowledge in elementary school [6].

The institutions of Japanese higher education are characterized by hierarchy. A full-fledged four-year higher education with a bachelor's degree can be obtained only at full-cycle universities. At the same universities, after studying for two more years, a student acquires a master's degree. The universities of the accelerated cycle with a three-year period of study are lower in rank; then technical institutes, where it is necessary to study for 5 years, and finally professional colleges that provide narrow technical education after three years of study [6].

The most prestigious private universities in Japan are Nihon, Waseda, Keio, Tokai. The cost of studying at private universities and colleges in Japan is very solid and ranges from 7.5 to 12 thousand dollars per year. It is very difficult to enroll in the above-mentioned universities, but obtaining a diploma from these universities provides the brightest prospects for their holders for employment in both higher political and economic spheres [6].

State universities, in comparison with private ones, provide students with the best conditions for studying. They play a leading role in the preparation of masters and doctors of sciences. More than half of the researchers of the Higher School of Japan work in state and municipal universities. Japan is characterized by a decrease in the number of universities due to their merger into university corporations [6].

One of the problems of the Japanese higher school is the low internal mobility of its scientific staff. It is significantly lower than in the countries of the "Big Seven". In addition to internal, there is also a problem of external mobility of Japanese scientists. Young Japanese scientists do not show much desire to go to developed countries to work in scientific laboratories. This objectively impoverishes their scientific knowledge and negatively affects the development

of Japanese science as a whole. One of the reasons for this position is the fear of losing your workplace after returning from a long business trip abroad. In the context of the downturn in the development of the Japanese economy after 2011, this threat is quite real, as competition for jobs, including in the scientific field, has become even tougher [6].

To conclude, the success in the development of the Japanese education system is due to the timely awareness and adoption by the ruling circles of Japan of the necessary cardinal measures for its development. To do this, it is enough to pay attention to when and how quickly the Japanese authorities introduced compulsory schooling, when it became free and how the number of years of this training increased. It was these measures that allowed Japan to carry out capitalist modernization fairly quickly in the last third of the 19th and early 20th centuries. Moreover, these measures helped Japan achieve phenomenal success in economic development in the 50-70s of the twentieth century and create a "Japanese economic miracle".

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КОРЕЙСКАЯ СИСТЕМА ОБРАЗОВАНИЯ

KOREAN EDUCATION SYSTEM

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The Republic of Korea is an original country located on the eastern edge of Asia, in the southern part of the Korean peninsula. South Korea has a unique culture that is of great interest for study and mutual enrichment.

The Republic of Korea plays an important role in the global economy. The country is the largest consumer, is in second place in the production of electronics, and in the synthesis of plastic and synthetic fibers in fourth. In addition, the country has a highly developed automotive industry. The products of such companies as Samsung and Hyundai are popular all over the world. Hyundai and Kia brand cars are very popular in the Asian market [1].

All the achievements of the Republic of Korea in many industries are ensured by the availability of quality education in the country. The prevailing percentage of the population of the Republic of Korea has a higher education. There are both public and private educational institutions in the country. The most respectable are Seoul National University, Korea's leading scientific and Technical Institute, Busan National University, Gyeongbuk National University, as well as a number of private institutions: Koryo University, Pohang University of Science and Technology, Yongse University, Sogang University, Hanyang University, Songyungwan University and Ihwa Women's University [2].

Higher education institutions in South Korea are divided into several types: Colleges. In colleges, a citizen of the Republic of Korea can complete two- and three-year vocational training programs, at the end of which students receive a diploma or an academic degree.

Universities. Universities implement traditional four-year bachelor's degree programs, as well as master's and doctoral programs. In addition to multidisciplinary universities, there are also 2 industrial and 10 pedagogical universities.

Higher schools. These educational institutions provide master's and doctoral programs. They are a separate educational institution, independent of other universities.

In recent years, with the development of information technology, so-called cyber universities have become increasingly popular in South Korea - these are

full-fledged higher education institutions based solely on distance learning. For example, Hanyang Cyber University, Korea Cyber University, Korea Digital University, Kyung hee Cyber University, Seoul Digital University. Foreigners are accepted in most cases, while they can reside anywhere in the world.

The one-of-a-kind Korean National Open University (Korea National Open University) combines online and offline types of education at all levels of training. Teaching is conducted, among other things, using Satellite television and the Educational Broadcasting System of Korea (EBS). However, foreign students wishing to study at KNOW must reside in the country [3].

In Korea, there is a constant demand for such specialists as doctors, programmers, economists, lawyers and engineers. The teaching profession is considered very respected and in demand. The following specialties are in demand among applicants:

Engineering. Today, the leading universities of the country are included in the ranking of the best universities of our planet in the preparation of engineering disciplines. High professionalism allows graduates to work as leading specialists not only in Korea, but also in other countries. Students study computer science, physics, mathematics at an advanced level and successfully find work in the largest companies;

Natural sciences (chemistry, physics, biology, etc.). A large research base is provided in the state, conditions are created for students to acquire skills and knowledge.

Korean education has a lot of advantages: high professional level of teachers who undergo a thorough competitive selection for the position; modern equipment of each faculty; numerous grants and scholarships for students; language courses, assistance to foreign students in language learning; attractive English-language programs at universities.

The academic year is divided into two semesters. The first begins in September to mid-December, the second from March to mid-June. An interesting feature of the Korean educational process: in different universities, the academic year can begin with both the autumn and spring semester [4].

Korean education is not without its disadvantages. Below are some of them:

Higher education in the Republic of Korea is fully paid. It should be borne in mind that education in private universities is more expensive than in public ones. International students can win grants. They can fully or partially cover tuition fees. The cost of studying for a master's degree is 15-20% higher than getting a bachelor's degree. Additionally, while studying at the university, each semester you will need to pay for the services of the student department and the student fee, accommodation and breakfast in the hostel, a deposit for the hostel, which is returned to the student upon graduation, as well as pay for medical insurance. This is an additional 3.5 thousand. USD per year; great competition;

little practice; interesting selection of items; evaluation system. Many universities have a "comparative" assessment system. Only 10% of the group can get an A grade, another 20% of the group can get a B, and the rest get C and D. That is, even if you managed to pass the exam well in general, if your classmates passed relatively better, you get a bad grade.

The study of the Korean education system is important in the realities of modern Russian society. The Russian educational community can learn a lot from Korean colleagues.

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ВЫСШЕЕ ОБРАЗОВАНИЕ ЗА РУБЕЖОМ В СФЕРЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ

IT TRENDS IN HIGHER EDUCATION ABROAD

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Now is the age of information technology and professions such as programmer, database administrator and system analyst are incredibly relevant, popular and important. For this reason, we decided to find out what trends in the professional sphere and education arise in such developed countries as the USA and Japan in the field of IT.

By many indicators, Japan occupies a leading position among developed countries. This also applies to the IT sphere. That is why we would like to start our article with this country.

Website development remains one of the most popular and trending areas in the Japanese IT industry. Technologies that are used for this in Frontend: 1. HTML - a language for marking up a site page. 2. CSS - a language that is responsible for the visual design of the site. 3. JavaScript - a language that is responsible for the functionality of the site and animation.

Backend: 1. React and Angular are the most popular javascript frameworks for writing the server side of the site. 2. Django and Flask are similar frameworks, but in Python.

A new trend in Japan has become data science - a direction for working with data to solve business problems. A data science specialist works at the intersection of programming, machine learning and mathematics. The main responsibilities of a specialist include collecting and analyzing data, building models, training and testing them.

The most popular language for working with this direction is Python. It owes its popularity to ease of use and great functionality.

The internet of things has also become popular in recent years. Smart kettles, refrigerators, vacuum cleaners and more.

Japan is a very high-tech country, and many residents have a variety of smart devices. But someone has to program them. Internet of Things specialists are engaged in writing various algorithms for smart devices. Often they use the C++ language for this - it is a rather complex low-level programming language, but it has a high execution speed compared to the same Python.

As for programming languages, we analyzed the official annual statistics and Japanese responses on Internet forums.

The Nikkei-XTech presents the survey results of programming languages that are actually used in Japanese system software development sites. The results are as follows: the most popular languages are C++ and C. JavaScript and C# are in second place and completes the top three Python and Java [1].

If we consider the answers of Japanese programmers on Internet forums, we can see that Python, Java, Rudy which was developed in Japan are occupy the leading positions [2, 3].

Now we will share examples of some Japanese universities providing IT programs [4]:

Tokyo Institute of Technology – the largest institution of higher education in Japan specializing in science and technology. The cost of training per year is approximately 3,771 USD.

Kyoto University – one of the most important national universities in Japan and the second oldest university in the country, after Tokyo. The cost of training per year is approximately 5,650 USD

Nagoya University - the National University of Japan, which is considered one of the most prestigious in the country. The cost of training per year is approximately 3,700 USD.

The best cities to study Information Technology in Japan based on the number of universities and their ranks are Tokyo, Tsukuba, Kyoto, and Nagoya.

The average time of bachelor's degree is 4 years, and the price for training varies from 3,000 USD to 12,000 or more.

Coding is an essential skill for many professions in today's world. It plays a role in almost every aspect of our lives. The US is the largest technology market in the world.

Web development, data analysis, and advanced programming are some of the most in-demand jobs in the United States. However, have you ever wondered what programming languages and technical skills are required to work with these technologies? Turing's 2022 insights suggest that the most popular programming languages for US IT businesses' software development projects are Python, Node and JavaScript [5].

NODE.JS is the most popular web framework for app development with a 52 percent share, the program maintains its position as the leading web environment for building web applications.

PYTHON is one of the most popular programming languages in the US. That is why many developers want to learn this language. Python is a high-level, general-purpose programming language. With the power of the language, Python is widely used by engineering teams looking to improve the efficiency of their digital infrastructures.

JavaScript. JavaScript, one of the most popular languages in the world, is used by 97% of websites worldwide. JavaScript is incredibly flexible and feature rich, which is why JavaScript developers are in high demand.

Computer Programming Universities and Schools in the USA [6]:

Texas State University – public research university in San Marcos. The cost of training per year is approximately 9,348 USD.

University of Maryland-College Park - State University in Adelphi. It is the largest of the university system of Maryland campuses. The cost of training per year is approximately 7,056 USD.

Kansas State University - public Research University providing Land grants, with a main campus in Manhattan. The cost of training per year is approximately 9,350 USD.

According to the data, we can conclude that the training is 4 years. Also in this table we can understand that the price of education is from 2,805 to 33,190 dollars.

Analyzing and comparing the presented information about the IT sphere in the USA and Japan some conclusions can be drawn. Firstly, on average studying in the United States is more expensive than in Japan, but the study time is the same. Secondly, a programming language like Python occupies a leading position in popularity in both countries. Thirdly, speaking about trends in professional activity, in Japan more emphasis is on data science and in the USA they focus on web design and data analysis.

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**МЕТОД СТИЛИСТИЧЕСКОГО АНАЛИЗА
ВЫРАЗИТЕЛЬНЫХ ПРИЕМОВ
В ИЗОБРАЗИТЕЛЬНОМ ИСКУССТВЕ
НА ПРИМЕРЕ «НЕИЗВЕСТНАЯ КРЕСТЬЯНКА
В РУССКОМ КОСТЮМЕ» И.П. АРГУНОВА
И «НЕИЗВЕСТНАЯ» И.Н. КРАМСКОГО**

**THE METHOD OF STYLISTIC ANALYSIS OF EXPRESSIVE
TECHNIQUES IN THE FINE ARTS BY THE EXAMPLE OF
«PORTRAIT OF AN UNKNOWN WOMAN IN THE RUSSIAN
COSTUME» BY I.P. ARGUNOV AND «UNKNOWN WOMAN» BY I.N.
KRAMSKOY**

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In the analysis the author will compare the paintings "Portrait of an Unknown Woman in Russian Costume" by I.P. Argunov and "Unknown Woman" by I.N. Kramskoy. Both the proposed paintings represent the portrait genre, which is divided into 3 categories: the portrait-etude, the portrait-painting and the actual portrait. In brief, the portrait-painting is dominated by meaning, which is framed by a technical solution, and the portrait first considers technique, which is supported by a certain sense.

Both paintings are presented on the permanent exhibition at the Tretyakov Gallery. Similar even the title "Unknown" by Kramskoy, although it is often called "Stranger" because of the analogy with the poem of the same name by Alexander Blok. And the "Portrait of an Unknown Woman in Russian Costume", a longer title that sounds completely different and more formal than Kramskoi's. Paintings belong to different states of the world. And The Unknown Peasant Woman in Russian Costume, a longer title, which sounds completely different and more formal than Kramskoi's.

The discussed paintings belong to different stylistic periods, the Argunov's painting belongs to classicism, while Kramskoy's can be defined as to realism.

Further, let's look at each of the works separately. I will begin with the painting "Unknown Woman in Russian Costume." Argunov is the author of a number of excellent ceremonial and chamber portraits. All his life he worked on order, usually creating portraits of nobles. "Portrait of an unknown woman in Russian costume" is the first portrait of a woman of the "peasant class" in the

Russian portrait genre. He anticipated the literary images of sentimentalists who found in peasant women the capacity for great feelings.

The image in this work was conveyed by the artist with truthfulness and sincere sympathy. The artist painted the young woman in a festive sundress with galoons. Because of this, some people thought that the actress in the picture is in a theatrical "formal" costume. However, the ethnographically exact dress and the calm and gentle face convinces us that the picture really shows a peasant woman.

The compositional solution has a portrait character. The face and its details are the first thing that catch the eye, and the costume and background can express its beauty without being at odds with each other.

The portrait is remarkable for the exactness of its drawing and the deliberate balance of colors that is characteristic of Classicism. The dark brown background, does not distract attention from the young woman. The diffused light surrounds her with a soft glow. To highlight the woman's sensitivity, the artist chooses a warm color palette of three colors: red, yellow, and white. The colors represent fertility, innocence, and the golden tones represent the festivity of the image, the high value of this natural beauty, which can emphasize the jewelry. The picture is painted in oil on canvas. With light and delicate brush strokes the artist paints thin layers of color, then more or less transparent. This is one of the best female portraits in Russian painting, showing the natural beauty and the special harmony of a young woman.

Then let us turn to the work of Kramskoy. Ivan Nikolayevich Kramskoy is known as an outstanding portrait painter. But when studying the artist's letters, researchers have found that Kramskoy did not like portrait painting. He was burdened by the handicraft labor he needed to earn money for his family, but his desires always boiled down to one thing - to paint pictures that would be able to touch the soul of the viewer.

A remarkable work of the author is "The Unknown," the super-task that is to create, a complex sensual beginning. The artist uses for these characteristic surroundings, a complex focus of the model, the contrast between the dark tone of the portrait and the delicate space. The portrait conveys not only appearance, but also, the person's emotional state.

The author was able to reproduce the image of a "lady of half a world" in detail: hat à la Francis with light feathers and pearl beads, gloves of thin leather, muff, gold bracelet, coat with fur-all this, fashion trends 80s, 19 centuries. However, what is wrong with that? The fact is that in the noble world it was not right to strictly follow fashion trends, it was necessary to leave some space for individuality. The artist was able to achieve figurative harmony in the compositional solution. The author focuses on her face: big black eyes surrounded by eyelashes, full lips, thick eyebrows, the soft oval of the face, and an oriental nose. The backdrop for the portrait is a winter cityscape, which is very

delicate. The coloring is quite restrained, but details create a bright image and freshness of impressions. The master perfectly conveys the textures of silk, velvet and fur, using different kinds of strokes, somewhere allowing him to make it wider and more convincing, and somewhere working out every centimeter in detail. It is no coincidence that this particular work of the author was recognized as a work of taste, femininity and beauty. The work has caused a resonance in society, but now the picture is a sample of creative expression of the artist.

To summarize, we would like to say that both portraits depict women of a social classes, which was not usually portrayed and both artists did it in an exceptional way.

This kind of analysis – both from the point of view of the techniques used by the famous painters and the symbols and hidden meanings of the masterpieces - is considered to be rather important part of the process of educating art specialists as the abovementioned methods are usually used with the aim of forming clear and professional comprehension and insight of specialists of this sphere.

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**РАЗНЫЕ ПОДХОДЫ
ЗАРУБЕЖНЫХ И ОТЕЧЕСТВЕННЫХ УЧЕНЫХ
В ИЗУЧЕНИИ УДОВЛЕТВОРЕННОСТИ ЖИЗНЬЮ**

**DIFFERENT APPROACHES OF FOREIGN AND DOMESTIC
SCIENTISTS IN THE STUDY OF LIFE SATISFACTION**

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In their current realities of the formation of the society, in the age of large data sizes and chronic lack of time, the problem of studying such a phenomenon as life satisfaction arises more critically. The main role here is played by the study of the extent to which a person is satisfied with his own life, why this satisfaction depends on, as well as what qualities a person has for this.

The problem of life satisfaction has been considered by scientists around the world relatively recently. Due to the rapidly changing world around us, the emergence of new technologies, an increase in the general standard of living in all countries, including the emergence of both new branches of already known sciences and new sciences in general, humanity began to think about what is really important and what does not matter much, in which the sphere to develop, what to spend your energy on. Adaptation and getting used to new realities has forced many to change their views on the world, the principles of their being and, in general, in many aspects to turn life around and start thinking differently. Accordingly, such problems as the meaning of life, purpose, well-being, well-being began to be actualized, new interpretations of these philosophical terms, as it was believed before the advent of psychology, appeared, and in this regard, a new term "Life satisfaction" appeared.

Currently, there is a huge number of completely different definitions of the concept of "life satisfaction". Many scientists notice the generality, the complexity of this concept, since it contains various nuances and signs. This phenomenon gained popularity only in the second half of the twentieth century. The first foreign scientists to consider the term "life satisfaction" were Norman Bradburn and Edward Diener. N. Bradburn believed that this term should be understood as a state of happiness and a general sense of subjective satisfaction. The author also noted that the opposite phenomenon of "dissatisfaction with life" should be understood as, identical in nature, but at the same time qualitatively

different in its origin, an alternative pole of one scale. life satisfaction consists of a balance between the positive and negative affects of the individual.

E. Diener in the mid-70s of the XX century put forward the concept of "subjective well-being". In his opinion, this term includes several components: satisfaction, positive emotions and negative emotions. The totality of these elements determines the level of life satisfaction. Diener pays special attention to the emotional and cognitive aspects of life satisfaction. In his works, he wrote: "Life satisfaction is a general assessment of feelings and attitudes about life at a particular point in time, which can vary from absolutely negative to positive in superlatives" [1].

An interesting definition is given by M. Argyle: "Satisfaction is a reflexive assessment, a judgment about how everything was and remains prosperous" [2]. That is, the degree of well-being is determined by how well it was in the past and whether it persists in the present.

In addition to these three scientists, the concept of "life satisfaction" was defined by other Western scientists. For example, C. Andrew believed that "life satisfaction reflects the most general, comprehensive criterion or end result of all human life experience" [3]. While B. Newgarten linked life satisfaction with a person's age and wrote: "Satisfaction is considered as a determining factor in "successful aging" [4].

In domestic psychology, the development of research on the phenomenon of "life satisfaction" began later than abroad, but also received great interest and many interpretations by different scientists. L.V. Kulikov believed that "satisfaction is a certain indicator reflecting the system of interrelated elements of the individual's attitude to his life, including the acceptance of its content, as well as comfort and the state of mental well-being" [6]. The author connected the concept of life satisfaction with the assessment of a person's satisfaction with his needs. and noted that the relevance of those needs was not important.

It is also important to note the definition of N.V. Andreenkov, who believed that satisfaction with life is "the cognitive side of subjective well-being, which is complemented by the affective side - positive and negative emotions that a person experiences in a certain period of time" [2]. Her understanding of this term is similar to the views of E. Diener in that they both associate a person's satisfaction with the emotions experienced.

N.N. Melnikova, the author of her own questionnaire "life satisfaction", interprets this concept as "a subjectively experienced state that is a reaction to the quality of interaction "I – Life" [7]. In her opinion, life satisfaction depends on satisfaction with various spheres of life: work, family, emotional state, financial situation, etc.

P.S. Gurevich considers satisfaction as "the optimal state of a person that arises when the needs of the individual correspond to the consequences and results

of his own activities, achievements, the nature of interaction with the social environment", that is, unlike Argyle, he connects this concept with external factors of human life [5].

It is impossible not to note the definition of R. M. Shamionov: "Life satisfaction is a complex, dynamic socio-psychological formation based on the integration of cognitive and emotional-volitional processes, characterized by a subjective emotional-evaluative attitude and possessing a motivating force that promotes action, search, management of internal and external objects" [3].

Considering the interpretation of the concept given by domestic psychologists, it is possible to note the main similarities and differences. The similarities include: 1) the individuality of understanding by each individual, 2) evaluative character, 3) the entry of a broader and multilevel concept - personal well-being. At the same time, the time of the onset of satisfaction and its rapidity is not noted in all definitions. It should also be noted that in the definition of Shamionov there is such a component as motivation, will and motive power, which is also a distinctive feature.

Thus, analyzing and comparing foreign and domestic approaches in determining satisfaction in psychology, we can conclude that many authors associate satisfaction with the emotional sphere of human life, namely the ratio of positive and negative emotions and feelings during life. The most striking similarity of the understanding of satisfaction in foreign and domestic psychology is the connection of life satisfaction with the concept of well-being: on the one hand, it is noted that satisfaction is a component of well-being, as a narrower phenomenon, on the other hand, there are no generally accepted definitions that fully reflect the essence of both concepts.

Ultimately, completely different approaches to the study of life satisfaction allow us to conclude that the scientific community has not yet formed a single, clear, reflecting all facets of this concept of opinion and each person can determine for himself what is most important in his life and what is most necessary for well-being and happiness.

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**ОПЫТ ПОСТРОЕНИЯ
УНИВЕРСИТЕТСКОГО ОБРАЗОВАНИЯ ЕВРОПЫ
ВЫСОКОГО СРЕДНЕВЕКОВЬЯ
КАК ВОЗМОЖНОСТЬ РАЗРЕШЕНИЯ АКТУАЛЬНЫХ ПРОБЛЕМ
ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ**

**THE EXPERIENCE OF ORGANIZING UNIVERSITY EDUCATION IN
THE EUROPEAN HIGH MIDDLE AGES AS AN OPPORTUNITY TO
SOLVE CURRENT PROBLEMS OF HIGHER EDUCATIONAL
INSTITUTIONS**

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The attitude of not only ordinary people, but also people of an academic orientation towards the Middle Ages today is characterized, if not by a complete denial of the methods and practices of that time, then by varying degrees of skepticism when considering and discussing them. In fact, this state of affairs has existed since early Modern (here, time period from beginning of the Enlightenment till the end of World War I). Thus, one of the most prominent Russian philosophers of the 20th century, A.F. Losev, characterized the new European view of the Middle Ages as “solid deadness and immobility, devoid of any living connections both with the ancient world and with the New Age” [1].

As for one of the most significant achievements of Premodern (here, time period from the early Middle Ages till the beginning of the Enlightenment) – university education – Professor S.S. Averintsev noted that even this concept itself turned into a “swearing nickname” thanks to the humanists, philosophers and theologians of the Enlightenment [2]. However, according to various estimates, Modern has either already handed over the reins of mind control to Postmodern or is about to do so (see, for example, the works of J. Derrida; J. Baudrillard; J.-F. Lyotard; V. Martynov and many other postmodern theorists). So the appeal to the methods and practices of Premodern, in particular – approaches of university education of that time but in their revised and adapted version today no longer seems an incredible and unpromising undertaking. The paper will consider the methods of education used in the High Middle Ages, a time marked by a high growth in the social awareness of European humanity [3].

In this work there will be briefly described features of education in the era of the High Middle Ages and the opportunities will be evaluated of how can they be applied in domestic higher educational institutions.

The relevance of the work lies in the marked decay of modern higher education and an attempt to give a reasonable solution to the problems existing here nowadays [4].

The system of higher education itself, as we know it today, dates back precisely to the universities of medieval Europe. This phenomenon was characteristic only for the named area, since there were no such cases either in the Asian world, or in Byzantium, or in the Arab world, where institutions of higher education were dependent on the local ruler or emperor. The main feature of the institutions formed was a high degree of democratization, which consisted in relative openness to people of different countries and social classes [5]. While considering the pedagogical methods of the Middle Ages today, the authors tend to find them stagnant, dogmatic, one-sided and, ironically, scholastic [6,7]. Some even try to discard the experience of the essential positions of the education process developed in Premodern in favor of newest educational trends which are the transition of classes into the digital space and the abolition of lectures as a fundamental tool for students to receive education [8].

But isn't it nowadays that the overwhelming majority of students of higher educational institutions can hardly express their thoughts, put forward hypotheses and critically evaluate the knowledge they receive? The level of their communication with each other and with teachers hardly corresponds to the specializations they receive. The main prerequisite for criticizing university education, as shown above, is the marked archaism of the methods used. Let us consider the legitimacy of this remarks on the example of the structured process of obtaining education in the Middle Ages.

University education was built on the principle of "seven free arts" (also called "seven liberal arts") that were first fully described by Martianus Capella in the work "On the Marriage of Mercury and Philology" and subsequently developed by Isidore of Seville [12, p. 256]. The order of studying these sciences is associated with the ancient principles of the division of scientific disciplines proposed in the period from the beginning of 7th – middle 4th century BC in the writings of the Pythagoreans and Sophists and consists of two stages or levels. The first of these, the trivium, included grammar, dialectics (logic) and rhetoric; the second – quadrivium – arithmetic, geometry, astronomy and music [9]. The sequence of subjects studied in each of the stages could vary, and some authors emphasize that in the XII century already "seven liberal arts" were not a strict system that everyone without exception would adhere to: most of the disciplines were rather optional, leaving freedom of choice for students. Lectures and debates as the leading forms of future higher education had appeared exactly by that time [10].

The learning process was built with such a degree of freedom that students could freely travel to acquire the necessary knowledge, enter into disputes with their teachers called "meisters" or "masters", and even independently teach well-learned disciplines as we see it, for example, in the biography of Pierre Abelard and John of Salisbury, representatives of the "Renaissance of the 12th century" [10].

Scholars showed a real craving for knowledge which looking from the top of the 21st century may seem devoid of sense in its strict meaning. But knowledge itself in that era was not as utilitarian as it is today, therefore it is at least unfair to make demands from the rational point of view of modern exact sciences.

Successful study of the "seven liberal arts", confirmed by passing the exam positively meant awarding the student a bachelor's degree. Just as today that was only the beginning of the academic path of the student, which opened the way to the faculties of medicine, theology and law. They were considered the most prestigious [11].

Approaching that stage, the student was really well-formed: his mind was sharpened by logic and mathematics, allowing him to build strict and consistent concepts thanks to the studied dialectics. Grammar and rhetoric helped to formulate and express their thoughts, and the harmonious development of the personality stemmed from music and astronomy. The education received became, to some extent, the foundation for the development of the student's own potential. Nevertheless, the foundation itself as we would say today could have been deconstructed and rethought. The frequent absence of coursebooks was not a big hindrance because all the studying process was based on the principle of imitation. The scholar studied with the teacher and gradually became equal with him. This

key property of acquiring knowledge in principle – imitation – was perfectly illustrated by the French thinker, our contemporary, René Girard, who developed it in his mimetic theory [13, p. 8]. It will hardly be possible to imitate the pages of coursebooks instead of live communication of lectures as it is insisted today.

Despite the significant growth in quantitative measurement, education of today's students, the quality of their presentation, the elaboration of models and openness to the dialogue of contradictory hypotheses by means of dialectics are no longer traced. As noted above, the commitment of students to binary problem solving is not a product of a Premodern university education which was characterized by a high level of freedom, but rather stems from the lips of Benedict Spinoza, who was one of the founders of modern science with his famous *non indignari, non admirari, sed intelligere* leaving the path only to knowledge alone, information par excellence, science without impurities: dogmatic, crusty and to some extent scholastic.

Therefore, the criticism directed at Premodern education can be absolutely fair to the developed knowledge of the High Middle Ages, which really cannot satisfy even the minimal demands of the contemporary humanity. However, the methods of building the educational process of that era can be noted as relatively effective. Thus, expanded freedom in matters of choice of subjects, the opportunity to practice teaching well-learned subjects still being a student at the university and the openness to fruitful disputes can change the existing approach to obtaining knowledge, the purpose of its application and the way of reasoning about them and therefore give a forwarding impetus to overcoming totalitarian Modern and not only in theory, but in practice to finally make a transition to Postmodern time.

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**ФОРМИРОВАНИЕ КРЕАТИВНО-КОГНИТИВНОГО МОДУЛЯ
В ИССЛЕДОВАНИЯХ И ПРОЕКТАХ ОБУЧАЮЩИХСЯ**

**FORMATION OF A CREATIVE-COGNITIVE MODULE IN
STUDENTS' RESEARCH AND PROJECTS**

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Modern realities require, if not restructuring, then a significant renewal of the state system of higher education. It is obvious that both in the regulations and because of their actual implementation, education is based on an exceptional, sovereign foundation, which in the future will consider not only the entire historical experience of Russian and world education, but also new trends in the education of young people. This article examines the formation of a creative-cognitive module in students' research and projects. According to the authors, the creative-cognitive module should become an integral part of the many components of modern education aimed at acquiring skills, forming personality, and implementing individual educational tracks.

The authors have long been investigating the features of the formation of the creative module indicated in the subtitle in the name of focusing all attention on the essence of creativity in synergetic design, which they tell about in their publications. For example, in the monograph "Functional synergetics and cognitive semiotics in the methodological foundations of multimedia information technologies", carried out jointly with the rector of RTU MIREA Kudzh S.A., Professor Tsvetkov V.Ya., Head of the Department of Instrumental and Applied Software Bolbakov R.G., tutors Romanchenko A.E. and Tkachenko D.I. This monograph (in the status of an analytical review) reflects an updated approach to the fundamental methodology of the theory of information processes and systems, formed because of the emergence and active use of integrative emergent assessments and regulators formed because of the merger of modern cognitive semiotics and synergetics. At the same time, interesting promising types of development of the synergetic theory itself arise in relation to GIS, intensified multimedia, etc. in the form of so-called spatial synergetics, functional synergetics, ontology synergetics and other varieties [1].

It is worth noting that this synergistic entity is not static. Like the dynamic phenomena described by the synergetic tools themselves, the mentioned entity is endowed with properties, signs, and manifestations of a dynamic nature. Everything, as you know, flows and everything changes, which involuntarily pushes researchers to understand the synergetics of information processes and systems as functional synergetics, where properties, signs and manifestations reflect one or another dynamic process, one or another function of state changes in time and space, and not always explicit, in the most general case implicit (hidden, implicit, implied, implicitly present, but still existing and determining some part of the properties, signs and manifestations in processes and states).

As in the previous paragraph, we are looking for the start of the development of this paradigm in some well-known, of course, published analogies. Let us use for this, as an example, the materials of a small volume, but rather deeply revealing scientific publication of the respected Agafonov A.Yu., Deeva T.M., Shilov Yu.E. on the topic "Implicit assimilation of categorical sequences" (Samara National Research University named after Academician Sergei Pavlovich Korolev. Here are the positions of these authors:

"The study was carried out in line with the study of the phenomenology of implicit learning. In some experiment, a modification of the "learning sequences" technique was used. The peculiarity was that the sequence had a type of organization: the order of alternation of verbal stimuli was determined by the rule of alternation of categories to which words belonged. At the same time, all elements of the sequence were not repeated in each presentation cycle.

The dynamics of reaction time was analyzed. The effect of learning during the assimilation of the categorical sequence was revealed. Key concepts of research ontology: cognitive activity, implicit learning, categorical sequences.

At the present stage of cognitive science development, researchers are paying more and more attention to the processes of formation and use of implicit knowledge, as well as the mechanisms of interaction between implicit and explicit information processing systems [2].

In the field of studying the phenomenology of unconscious processes, the field of implicit learning occupies a special place. Research in this direction has been actively conducted since the last quarter of the last century. The most well-known methods of studying implicit learning are traditionally considered to be: "mastering artificial grammars", "solving complex dynamic problems", "mastering invariants" and "learning sequences".

The experimental technique "Sequence Learning" (Sequence Learning - SL) was first proposed by M. Nissen and P. Bullemer [3]. In the design of modern research, it is customary to distinguish between two main SL paradigms: the task of sequential response (Serial Reaction Time Task - SRTT) and sequential problem solving (Task Sequence Learning – TSL). A special case of the TSL

paradigm is the so-called Serial Naming Task (SNT). For example, subjects are presented with a sequence of images, each of which must be attributed to one of several categories. The SNT paradigm was used in the study. The sequence was organized according to the regularity in the alternation of categories to which the stimulus elements could be attributed.

The data obtained suggest that the subjects of the experimental group found significantly more pronounced dynamics compared to the subjects of the control group. This, in turn, allows us to confirm the hypothesis put forward about the presence of the fact of implicit learning. Thus, the conducted research confirms the possibility of implicit assimilation of a sequence that has a categorical type of organization [4].

Let's turn to creative activity as a practical experience. It involves solving the goal of increasing the competitiveness of an educational organization or institution through the development of new services and processes.

Under certain conditions, the decision-making process can be rationalized and systematized and include a sequence of individual stages: identification of the problem and its clarification; setting priorities; obtaining possible options for action, their assessment; comparison of the predicted outcomes when applying each option with the set goals; choosing the option that best suits the goals; feedback; adjustment [5].

Given the above, we can imagine the interdependence of cognition and creativity in Figure 1.

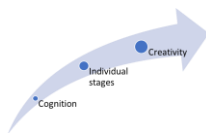


Figure 1 – The interdependence of cognition and creativity

However, it must be said that such a model does not consider the circumstances of instability, as well as the insufficiency and irrationality of information. In creative activity, it is necessary to consider and use such irrational approaches as intuition, the experience of contradictory decisions, the multiplicity of decision-making subjects, and most importantly, the increasing irrationality, complexity, and unpredictability of the external environment. It should also be emphasized that the need for a creative approach to any aspect of educational activity is the norm [6].

The main thing for the plot of this publication is the dynamics of processes, not only explicit, but also hidden, implicit, determine the expediency of considering the features of synergetics from the standpoint of their dynamics. The authors believe that a synergetic approach to the formation of a creative-cognitive module in students' research and projects, as well as a systematic creative approach will help strengthen the state system of higher education.

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ТЕХНОКРАТИЯ КАК ФОРМА ГОСУДАРСТВЕННОГО УСТРОЙСТВА

TECHNOKRATIE ALS STAATSFORM

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Gegenwärtig werden in vielen Ländern der Welt alle Arten von Unterstützung für wissenschaftliche Leistungen in verschiedenen Tätigkeitsfeldern beobachtet. Es besteht die Tendenz, die Rolle von Wissenschaftlern und wissenschaftlichen Experten in der Gesellschaft zu

verabsolutieren und folglich eine "technokratische Gesellschaft" zu schaffen, die sogar als neue Staatsform betrachtet werden kann.

Unter der technokratischen Gesellschaft versteht man eine hypothetische Gesellschaft, die mit dem Einsetzen der Vormachtstellung der technokratischen Ideologie entsteht. Es basiert auf den Prinzipien der Meritokratie, Betonung des wissenschaftlichen und technologischen Fortschritts, Entscheidungsfindung auf der Grundlage von Effizienz und Objektivität auf der Grundlage von Statistiken und Expertenmeinungen. In einer solchen Gesellschaft versucht der Staat, die Bürger selbst mit allen Gütern zu versorgen, die sie benötigen, und reduziert sogar die Geldmenge in den Händen der Bürger und reduziert deren Umsatz.

Dieser Artikel diskutiert die Prinzipien der Staatsstruktur einer potenziellen technokratischen Gesellschaft sowie die spezifischen Aspekte dieses Phänomens, die in der Monografie „Technocracy, technocrats and neotechnocrats“ des Akademikers A. A. Kokoshin skizziert wurden.

Die Staatsstruktur ist ein Merkmal des Staates, das mit dem Verfahren zur Bildung von Regierungsorganen, den Methoden der Machtausübung und der Regierungsform verbunden ist. Im Zusammenhang mit der vorliegenden These weisen wir darauf hin, dass die Regierungsform hier grundlegend neu für die Welt ist – der „technokratische Staat“. Die Regierungsform ist ein Einheitsstaat, dessen administrativ-territoriale Einheiten auf der Grundlage von KI-Berechnungen für Bequemlichkeit und Rationalität in der Verwaltung zugewiesen werden. Auch das politische Regime in einer solchen Gesellschaft wird grundlegend neu sein. Wichtige politische Entscheidungen werden vom Staatsrat getroffen, der sich aus den 7 kompetentesten Bürgern zusammensetzt, die auf der Grundlage der Ergebnisse von KI-Tests auf Leistungsbasis ausgewählt werden.

Es ist allgemein anerkannt, dass in der technokratischen Welt eine Verwaltungs-Kommando-Wirtschaft herrscht, aber es ist auch akzeptabel, ein persönliches Geschäft zu führen: individuelles Unternehmertum, ein System der Selbständigkeit und mehr. An solchen Produktionen sind moderne Technologien beteiligt, Produktionslinien sind automatisiert, was nur minimale menschliche Eingriffe in diesen Prozess erfordert. Aus rationaler Sicht ist die Automatisierung der Produktion äußerst vorteilhaft: niedrigere Kosten, höhere Produktivität, niedrigerer Preis des Endprodukts. Autos brauchen keinen Krankenstand, keine sozialen Garantien und keine Versicherung, sie erlauben keine Eheschließung aufgrund von Unaufmerksamkeit oder Sorgen. Darüber hinaus gehen alle Informationen aus den Produktionslinien sofort an die künstliche Intelligenz (KI), die Entscheidungen über das Volumen der Warenausgabe treffen, die erforderliche Menge an Rohstoffen berechnen und den Wert der beteiligten Mitarbeiter ermitteln muss. Es soll territoriale Körperschaften schaffen, um eine große Menge an Produkten herzustellen, die alle Bedürfnisse der Bürger dieser Region decken, dies ist eines der charakteristischen Merkmale einer

technokratischen Gesellschaft. Das heißt, wir können eine Abkehr von der Spezialisierung der Unternehmen beobachten, die der Welt vertraut ist.

Achten wir auf den Trend der modernen Welt zur Automatisierung der Produktion, die einer der Schlüsselaspekte des Übergangs zu einer technokratischen Gesellschaft ist. In einer Umfrage der Robotic Manufacturing Process (NPA)-Community gab die überwiegende Mehrheit der Führungskräfte an, dass sie Automatisierung verwenden, wobei 90,8 % angaben, sie zu verwenden, und 50,6 % angaben, sie stark zu nutzen. Automatisierung ist für die meisten Unternehmen ein notwendiges Werkzeug. Die naheliegendsten Prozesse vor der Automatisierung sind sehr zeitintensiv und daher teuer. Nach der Automatisierung werden sie schneller und genauer, und Unternehmen können Mitarbeiter unter Berücksichtigung der individuellen Wünsche der Person auf andere Aktivitäten umverteilen.

Auch der Entwicklung von Technologien sollte in einer so schwierigen Zeit Aufmerksamkeit geschenkt werden, in der Länder mit einem Monopol auf bestimmte Technologien versuchen, andere Staaten zu beeinflussen. In einer technokratischen Gesellschaft hat die Entwicklung der Wissenschaft Priorität. Viel Aufmerksamkeit wird Nanoenergie, Biocomputertechnologien, der Verwendung von Stammzellen und der NBIC-Konvergenz geschenkt. Aber all dies ist eine Errungenschaft des sechsten techno-ökonomischen Modus (EUV). Das heißt, die Investitionen der Staaten in die Entwicklung ihres wissenschaftlichen Potenzials helfen ihnen, die Bildung einer technokratischen Gesellschaft zu ermöglichen, deren Schlüsselaspekt die Automatisierung der Produktion sein wird. Selbst in der modernen Welt gab es laut Statistik in Singapur 918 Roboter pro 10.000 Mitarbeiter, während es in Russland nur 4 Roboter gab. Laut Rosstat können wir Folgendes anführen: im Jahr 2019 und 2020. Das Wachstum der Industrieproduktion im Allgemeinen und in einzelnen Sektoren hat sich verlangsamt – im Jahr 2019 stieg die Produktion nur um 2,4% gegenüber 2,9% im Jahr 2018 und im Mai 2020 ging sie um 9,6% gegenüber Mai 2019 zurück. Der Rohstoffsektor wies die höchsten Rückgangsraten auf.

Aufgrund des Rückgangs der Industrieproduktion sinken auch die IKT-Kosten. In einer solchen Situation werden Mittel hauptsächlich für die Wartung und den Betrieb bestehender IKT-Systeme und nicht für die Einführung neuer bereitgestellt. Beispielsweise sind im Jahr 2018 die Kosten für die Bezahlung der Dienstleistungen von Drittorganisationen und Spezialisten im Zusammenhang mit IKT (mit Ausnahme von Kommunikations- und Schulungsdiensten) in der industriellen Produktion im Vergleich zu 2017 um fast 30% gesunken (Rosstat-Daten). Natürlich hängt die Produktivität der Produktion direkt von der Einführung moderner Technologien, dem Grad der Ersetzung menschlicher Kraft durch Roboter und künstlicher Intelligenz ab. Je höher diese Indikatoren sind,

desto rentabler ist dieses Unternehmen, was bedeutet, dass die gesamte Staatsgesellschaft der technokratischen Lebensweise nähersteht.

Wir stellen auch fest, dass die technokratische Gesellschaft der Industrie 5.0 nahesteht, die sich gerade in der Welt herausbildet.

Natürlich hat die Welt die praktische Umsetzung eines solchen Systems noch nicht gesehen. Eine technokratische Gesellschaft wird nur von Theoretikern oder in der Literatur beschrieben, zum Beispiel im Werk von Kurt Vonnegut „Mechanical Piano“, das ein grundlegend neues Staatensystem für die Welt in den Vereinigten Staaten nach dem Zweiten Weltkrieg beschreibt, in dem Wissenschaftler, Ingenieure und Manager leisteten den wichtigsten Beitrag, automatisierte das System zur Zählung und Bilanzierung von Sachwerten mit der Fähigkeit, die wirtschaftliche Situation zu analysieren und die notwendigen Entscheidungen zu treffen, um das Niveau der Bürger zu erhöhen, hieß EPICAC. Es ist erwähnenswert, dass Staaten im wirklichen Leben versucht haben, etwas Ähnliches umzusetzen - ein anschauliches Beispiel für das OGAS-Projekt in der Sowjetunion. Das National Automated System for Accounting and Processing Information (OGAS) ist ein Projekt für ein automatisiertes Kontrollsystem für die Bürokratie der UdSSR, das auf den Prinzipien der Kybernetik basiert und ein Computernetzwerk umfasst, das Datenerfassungszentren in allen Regionen des Landes verbindet.

Man kann nur Szenarien für die Entwicklung der technokratischen Gemeinschaft in der Welt vorhersagen und mehrere davon in Betracht ziehen.

Länder können ihr Staatssystem vollständig in ein technokratisches umwandeln, die entsprechende Ideologie übernehmen. Dabei steht das Thema Automatisierung und Digitalisierung aller Branchen im Vordergrund. Dies wird sich positiv auf das Niveau des Wissenschafts- und Produktionspotentials sowie auf das Wohlergehen der Bürger auswirken. Die Einführung von KI in den Prozess der Regierungsentscheidungen. Industrieländer, die auf die Entwicklung des sechsten EUV hinarbeiten, stehen kurz vor einem solchen Ergebnis. Ein solches Szenario liegt näher an Singapur, Südkorea und Japan.

Ein weiteres Szenario sieht die partielle Integration technokratischer Prinzipien in den Betrieb eines bereits bestehenden Systems vor. Es wird ein verstärktes Interesse an der Schaffung wissenschaftlicher Fortschritte geben, aber dies wird keine Priorität sein. Die Einführung der Errungenschaften der wissenschaftlichen und technologischen Revolution wird im Hinblick auf die ausschließlich rationale Nutzung dieser Gelegenheit durchgeführt. Dies kann als eine Vielzahl von Geräten im Alltag implementiert werden, wird aber nicht großflächig werden. Deutschland, China und die USA sind diesem Szenario näher.

Es ist eine Situation möglich, in der der Staat eine passive oder sogar aggressive Haltung gegenüber technokratischen Ideen, universeller

Automatisierung zeigt. Dies liegt an der Ressourcenbasis, dem Bildungsniveau, der Ideologie, dem wirtschaftlichen Potenzial, der Entwicklung und der Mentalität. Die Förderung der Robotik in solchen Ländern wird erstickt. Die Bevölkerung selbst werde Maschinen nicht in allen Lebensbereichen einsetzen wollen, da „sie Menschen verdrängen können“. Leider steht Russland kurz vor einem solchen Szenario. Ausschlaggebend dafür ist die Mentalität: Viele haben Angst, dass Roboter ihr Leben zum Schlechten verändern. Darüber hinaus kann eine neue Form der territorialen Verwaltung, nämlich die Bildung neuer administrativ-territorialer Einheiten, für Unruhe in der Gesellschaft sorgen und nationale Konflikte verschärfen.

Wenn wir die Technokratie im modernen Russland betrachten, dann kann dies laut dem Akademiker der Russischen Akademie der Wissenschaften A.A. Kokoschin, ausgedrückt in der Monografie „Technokratie, Technokraten und Neotechnokraten“, nicht als Ideologie herausgegriffen werden. Der Autor neigt dazu zu glauben, dass Technokratie als sozioökonomisches Phänomen betrachtet werden sollte, das in Russland nicht erreicht wird. Der Akademiker sieht die Technokratie als integralen Bestandteil der Wirtschaftspolitik, aber keineswegs dominant, und hält es für notwendig, eine gewisse Balance bei der Entscheidungsfindung zu wahren. Was den Neotechnokratismus betrifft, so sieht Kokoshin aufgrund des niedrigen industriellen Entwicklungsniveaus, auf das wir etwas weiter oben hingewiesen haben, keine Möglichkeit für die Entwicklung und Förderung dieser Aktivität in Russland.

In Kapitel 11 kommt Andrey Afanasyevich Kokoshin zu dem Schluss, dass es zum Zeitpunkt der Erstellung der Biografie, nämlich im Jahr 2009, nicht möglich ist, eine solche Staatsstruktur für Russland zu erreichen. Der Autor sieht es als notwendig an, die Rolle der Russischen Akademie der Wissenschaften zu stärken, mehr qualifiziertes Personal auszubilden und begabte Menschen zu einer Art „Kampfkern der Neotechnokratie“ zu vereinen.

Eine Zunahme der Rolle von Wissenschaftlern, hochqualifizierten Spezialisten auf dem Gebiet des militärisch-industriellen Komplexes und der Wirtschaftswissenschaften in der öffentlichen Verwaltung kann zur Bildung einer neuen politischen Elite führen, die das Leben Russlands zum Besseren verändern kann.

Im Jahr 2022 kann aufgrund der schwierigen politischen Situation nicht von der Bildung eines bestimmten „Rückgrats“ und einer neuen Ideologie, einer neuen Regierungsform in Russland gesprochen werden. Um die Ideen der Technokratie zu fördern, bedarf es einer „Bewusstseinsrevolution“ der Bürger, für die viele noch nicht bereit sind. Das Problem, bestimmte Aspekte der öffentlichen Verwaltung zugunsten technokratischer Prinzipien zu ändern, wird jedoch immer akuter.

Somit spiegeln die obigen Szenarien die möglichen Ergebnisse der Einführung einiger Prinzipien des Wirtschaftssystems einer technokratischen Gesellschaft durch die Staaten wider. Wie zukunftsfähig das neue Wirtschaftsmodell ist, lässt sich angesichts der schwierigen politischen und wirtschaftlichen Lage noch schwer sagen. Es sei darauf hingewiesen, dass beispielsweise die Russische Föderation die Möglichkeit erwägt, ein neues Wirtschaftssystem zu errichten, das von Präsident Wladimir Putin auf der SPIEF-2022 angekündigt wurde. Und der technokratische Weg ist vielleicht keine so ferne Zukunft, denn wie der Präsident sagte: „Aber was absolut perfekt ist und was gerade gesagt wurde, ist, dass es unmöglich ist, den Fortschritt aufzuhalten, wir müssen davon als gegeben ausgehen. Es ist, als wäre es unmöglich, den Sonnenaufgang oder Sonnenuntergang aufzuhalten ... Wenn wir versuchen, langsamer zu werden, wird nichts Gutes dabei herauskommen. Und wenn wir verstehen, dass dies unvermeidlich ist, werden wir Möglichkeiten finden, die Errungenschaften dieses Fortschritts im Interesse der Menschheit zu nutzen. Ich denke, das ist der richtige Weg.“ In Anbetracht der Untersuchung eines potenziellen technokratischen Staates in Russland müssen wir sogar das Fehlen eines universellen Dezimalklassifikationscodes (UDC) zum Thema Technokratie feststellen. Es bleibt auf die Entwicklung der wissenschaftlichen Basis in den Staaten, insbesondere in Russland, zu hoffen. Dies wird einen fruchtbaren Boden für die Umsetzung technokratischer Ideen schaffen.

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**ПРИМЕНЕНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ
В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ**

**INFORMATION TECHNOLOGIES APPLICATION
IN EDUCATIONAL PROCESS**

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The given article presents information technologies application as an integral part of today's educational process. The authors describe its realization under modern conditions and consider its advantages. What are information technologies? Generally, information technology is the use of any computers, storage, networking and other physical devices, infrastructure and processes to create, process, store, secure and exchange all forms of electronic data. Particularly in education, the information technology is a worldwide accepted educational instrument designed to increase the effectiveness and efficiency of the educational system. Computers are mainly used to improve the learning system. Online learning and remote training are among new education forms.

In the modern world, computer technology has deeply penetrated into every sphere of human life. Currently, the Ministry of Education and Science of Russia pays great attention to the introduction of information technology in education. Especially important was the development of their application in the educational environment during the Covid-19 pandemic. In the current situation, today in a number of regions a distance learning format is being introduced, which also serves as a reason for further informatization of schoolchildren's education [1]. All of the above suggests that this topic is relevant. It should be noted that information technology is not only computer technology, but also various software tools, organizational and methodological support, as well as technical means. Of course, these technologies help a modern person to most effectively perform work not only in storing, collecting, processing information, but also in studying it, applying it to solve problems that arise in various directions. Even at the beginning of the 21st century, students could not imagine that in less than twenty years they would study by using videoconferencing, computer technology, search for information without leaving their homes, and libraries would remain only for reading fiction. Nowadays it is difficult to imagine a teacher's office in a secondary school, gymnasium, lyceums without a computer, smart board, projector, and a lesson without a presentation, animated demonstrations of the

topic being studied, video illustrations. Of course, information technology is most widely used in computer science lessons. When doing homework, students also use IT technologies, so they use various the Internet resources to search for new information in preparation, create various reports, presentations, and drawings. In the modern world, it becomes difficult to capture the attention of students, who have been inextricably linked with various gadgets since childhood. For example, in chemistry lessons, you can show various video experiments that cannot be done in a building without any threat to life. And when studying the subject of physics or mathematics, you can clearly illustrate the action of various forces, laws, theorems. Also, the discipline of biology is very multifaceted for the application of computer technology, because how much a student can remember when he sees with his own eyes how a flower is obtained from a seed, a beetle from a larva, and butterflies appear from pupae. It is worth noting that with the help of vision, a person assimilates up to 60% of all information received [2]. Information technologies give a new impetus to the development and improvement of educational methods. At the moment, scientists identify the following areas of application of information technologies: Improving the quality and effectiveness of training; Help the student in knowing himself and the world around him; Providing opportunities for creative development; Automation of the processes of control and testing of students; Expanding the possibility of communication, exchange of experience between teachers; Growth in the efficiency of management of educational organizations; Access for intellectual leisure.

These aspects will undoubtedly have a positive impact on the development of both the level of education and the level of development of society and the country as a whole [3].

When analyzing various data such as articles, reports, resolutions, etc. a number of the most common types of information technologies in the educational environment can be distinguished:

1. Spreadsheets, databases (as part of the management process, as part of the application of the control process).
2. Text editors (used in all areas of the educational process).
3. Programmes for creating presentations (as part of the learning process, the management process of control).
4. Programmes for creating and processing digital images (as part of the learning process).

The technologies listed above are mainly aimed at developing the individual qualities of the student – the development of the emotional and intellectual aspect of each student; the formation of a worldview, critical thinking; development of creative potential, communication skills; instilling the skills of independent decision-making in difficult situations, the search for new methods for solving various problems, etc. In modern realities, distance education has

become the most common. Here, training takes place with the help of only information technologies, and the Internet is the way of communication. The student gets the opportunity to study at a convenient time, in a convenient place for him, at his own pace. The teacher provides all the data on the topic and acts as a coordinator of the process of studying the subject. All control methods are also carried out using computer technology. However, the introduction of new methods of education mainly depends on the teacher, on his qualifications, knowledge and skills in the field of information and communication technologies. It is the teacher who must be able to correctly find information, analyze it, structure, apply and use it; understand the importance of the use and development of information technologies in education, otherwise these technologies will interfere with the assimilation of new knowledge, which will lead to a decrease in the effectiveness of the educational process.

In the modern world, the use of information technology in education is very important, because information itself, knowledge is incredibly significant for the development of not only the country, but the whole world. The current generation of students and schoolchildren can already be called networked. Recently, UNESCO introduced the concept of Electronic Learning, which is characterized by learning by using the Internet and media resources and opens up new opportunities for learning various disciplines, especially foreign languages. She sees the search for the fastest and least expensive technologies for accumulating, structuring and transferring knowledge for general access as the main task of information technologies in education. That will include access to the world not only theoretical, but also practical knowledge, the development of global information networks to educate more and more people, providing the ability to quickly access the vocabulary of the area where you are, expanding the interaction of social networks and e-education. Thus, what are the advantages of information technology in education? They are the following: information technologies create a more engaged environment; they can help encourage active participation in classrooms; they incorporate different learning styles; improve collaboration; prepare children for the Future; connect teacher with his students [4].

Thus, the use of information technologies in education contributes to the improvement of the educational process, the growth of the quality of education, the development of individualization of students, and the optimization of the teacher's activities. With the help of computer technologies, a system of continuous additional education is being implemented, by pushing an increasing number of people to acquire new knowledge.

In our opinion, the main thing is that information and communication technologies allow educational institutions to prepare students for life and development in today's rapidly changing information world.

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**ГЛОБАЛЬНЫЙ СТУДЕНЧЕСКИЙ ИТ-ПРОЕКТ
В СФЕРЕ WEB-РАЗРАБОТКИ**

**GLOBAL STUDENT IT PROJECT
IN THE FIELD OF WEB DEVELOPMENT**

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What is a startup? An opportunity to become famous or get a super profit? Not really. A startup is an idea which in good hands can make the world a little bit better, and at the same time bring fame and income. Many years later the gold rush was replaced by this term. Nowadays, a huge number of people, especially young people, students, dream that one day they will make their dream come true, because Zuckerberg and his classmates, Steve Huffman and Alexis Ohanian have succeeded, so they also will succeed. In this article we will look at two student startups that have made a global breakthrough in the IT (information technologies) industry.

When we remember student startups, a picture of a garage full of various wires, devices, developments, microchips, intricate graphs and inventions immediately pops up in our head. For example, Google was created in similar conditions [0].

In July 2011, Stanford students Evan Spiegel, Reggie Brown and Bob Murphy launched an iOS app called Pictaboo. It was possible to send each other photos with a set "expiration date", after which they were automatically deleted.

His concept arose when Brown, telling Spiegel about sending an unsuccessful picture, noted that it would be great to come up with a messenger with "self-destructing" photos. Spiegel called it a "million-dollar idea" and set about designing the future service, called Murphy as a developer and appointed Brown chief marketing officer.

At first, only photos could be published in the application, but a year after the launch of Snapchat, it became possible to share video content there. In 2013, there was an opportunity to publish not only videos in the feed, but also in stories. At the same time, the developers introduced the ability to chat.

In 2015, masks appeared on Snapchat. Now the user could shoot himself with dog ears or with hearts instead of eyes. It became a sensation, now there are masks in all social networks.

Today Snapchat is one of the largest social networks in the world. Moreover, it is one of the few companies that has been able to rise to the top in less than 10 years of its operation.

According to the founders, they wanted to create "a space for funny selfies and photos with friends" – without any processing. "Have you heard stories of people frantically cleaning Facebook before an interview or removing pimples in pictures before publication? We decided that we need to end this," Spiegel wrote in a blog post.

But by the end of the summer, Pictaboo had only 127 users, and Murphy's parents asked him to find a "real" job, writes Forbes. Brown also wanted to get a share in 30% of the company – for giving the idea, coming up with the name and logo. He also patented the technology of exchanging disappearing photos – because the others did not know how to do it. Friends quarreled, Murphy and Spiegel changed all corporate passwords and renamed the company Snapchat [0].

Another student startup that blew up the brain of the entire IT industry was Microsoft. Microsoft is a company that has played a very significant role in the formation of modern society. Its history began several decades ago with a dusty garage, amateur programmers and a popular science article in Popular Electronics magazine. And who would have thought that the youthful maximalism of two enthusiasts could so radically change our world.

Microsoft Corporation is one of the largest multinational corporations in the world specializing in the development of software for personal computers, game consoles, tablet computers, mobile devices and other equipment. The company is headquartered in Redmond, Washington, USA. The staff is 145 thousand people. At the end of 2018, Forbes business magazine included Microsoft in the list of the 500 best employers in the world.

To date, the main product of the brand is the Windows family of operating systems. Divisions of the corporation also produce accessories for PCs – keyboards, computer mice, Xbox game consoles. Microsoft products are successfully sold in more than 80 countries around the world, its programs have been translated into 45 languages.

At the origins of the corporation are two school friends - Bill Gates and Paul Allen. In addition to the fact that each of them had programming skills, Gates was also distinguished by excellent commercial qualities. Right after school, he and his friends opened a small company Traf-O-Data, which was engaged in analyzing traffic on the roads and displaying it in real time on special graphs. In total, this project brought Bill a little more than 20 thousand dollars and allowed him to gain invaluable experience in managing his own business. In the early 70s, Allen, who read an article in Popular Electronics magazine about the Altair 8800 microcomputer, understands that without a decent programming language, this innovation will remain useless. Therefore, together with Gates, they contact the management of the company MITS (Micro Instrumentation and Telemetry Systems), which invented Altair, with an offer to sell an allegedly ready-made interpreter.

In fact, friends have somewhat embellished the facts. At that time, they had an unfinished interpreter of the Basic programming language, which they created while working on the Traf-O-Data project. They needed to finalize it as soon as possible and adapt it to the Altair mini-computer. In fact, at that time there was not a single programming language in the world, which was actually used by school friends.

The interpreter they created had no analogues, becoming a revolutionary development for that time and marking the beginning of programming in the form in which it exists today. As a result, young entrepreneurs still managed to sign a contract with MITS. Punched cards (data carriers) with Basic went on sale a few months later at a price of \$ 150 apiece.

Officially, the founders of Microsoft Corporation are Bill Gates and Paul Allen. The latter left the corporation back in 1983, leaving behind a seat on the board of directors and part of the shares, which are currently valued at \$ 25 billion. Bill Gates served as a non-executive director from 2008 to 2020, today he left the company and devotes all his time to charity. Another major owner is Steve Ballmer (CEO of Microsoft from 2000 to 2014), currently at his disposal is 4.66% of the shares [1].

Both stories are unique. The first is a story of a simple student startup embodying a simple desire to get rid of the inconsistencies of communication. The second is a breakthrough technology that laid the foundation for all modern programming. But both stories have one thing in common - the creators were close friends. Interesting fact, isn't it?

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КОНЦЕПЦИЯ ПОТРЕБЛЕНИЯ

CONSUMPTION CONCEPT

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The concept of "consumer society" in the modern world has acquired a global character of development. Living in the modern world automatically means living in a consumer society. In order to get closer to understanding the phrase "consumer society" it is necessary to consider the lifestyle of an individual and society as a whole. Understanding the drivers of global consumer culture is key to understanding consumer behavior, social dynamics, and identifying what makes consumers consistently respond to the forces that drive consumption.

German scientist, philosopher Erich Fromm was the first person, to introduce the term «consumer concept». According to him, a person in a consumer society no longer controls his actions, instead, actions control a person, and he unwittingly becomes their hostage, he obeys them and often cultivates them. In Fromm's essay «Man for himself», modern society described as consumer society, for which consumption is reduced to a single goal- the satisfaction of not «true» needs, but artificially invented whims that are far away from the true nature of human. And that phenomenon inevitably leads to the degradation of human nature. According to Fromm, in a consumer society, the act of consumption himself no longer meets the principles of achieving a single goal- obtaining pleasure from consumed product. The act of consumption has become an end in itself. The act of consumption has lost any connection with the derivation or

pleasure from the object consumed. The consumer society is the pathological society, the main premise of which is unlimited consumption as the goal of life, the desire to possess.

People are inevitable participants in the consumer society, so, whether they want it or not, each of them are involved in this society to a different extent. Consumer culture covers all kinds of social strata and groups.

Globally speaking, consumption is the satisfaction of needs. Most often it seems that the need is obligatory for satisfaction, because when the need is satisfied, it gives pleasure, otherwise it causes pain. The presence of an extensive assortment encourages people to buy more and more each time.

According to the dictionary of D.N. Ushakov, consumption is the use, spending something to satisfy some needs.

Consumption has an economic and social character, and also depends on time and space.

To explain and describe the functioning of the consumer society, there is the concept of consumption. This concept is defined as the ideology of the modern world and, like the whole ideology, is subjected to both negative and positive evaluation. The concept of consumption is based on the lives of wealthy people and has emerged from large production and large consumption. Consumer ideology is considered a factor that limits the freedom of people and makes people dependent on each other.

Considering consumption within the framework of an uneven distribution of wealth, and individuals as people who own goods and services only because of their use value, it was found: Processes of interpretation and communication that give meaning to consumer activity; Processes of social classification and differentiation, in which objects are defined as values associated with status.

Consumption arose among people as natural and simple, but over time, consumption moved away from satisfying needs and acquired a structure that determined social status. Thus, consumption has become a mandatory sign of human well-being.

In fact, consumption is a significant condition for social welfare, and competition is an effective tool for increasing social welfare. In this context, it is impossible to separate the consumer society from the culture of competition. Therefore, the principle of increasing consumption is in line with the culture of competition. However, these principles are based on rational consumption.

The social structure built around production and labor was replaced by a new capitalist social system based on consumption and leisure. Since the mass consumption of mass production has become a problem, the concept of leisure has taken on a new meaning, namely the time of consumption. Leisure used to mean freedom, but after the transformation of society, it began to mean a new tool

for achieving the vital goals of capitalism, such as consumerism, artificial excitement, rivalry, etc.

The leisure industry has become an important component of capitalism, touting its importance and in the meantime causing trauma to society. For example, shopping centers, casinos, solariums, fitness centers, sports clubs do not have a permanent value, even if consumers participate in them. Since they are organized according to a fictional and commercial logic, they cannot evoke a sense of satisfaction.

By satisfying their basic physiological needs (food, drink, shelter), people consume goods and services. However, in any society there are people who would like to impress others by consuming. Sometimes, the desire for consumption is much greater than the basic physiological needs. This type of consumption is called conspicuous consumption. According to the creator of this concept, people are always in competition with each other, constantly comparing themselves, their level and style of consumption to others. Thus, a person shows his position in society.

The concept of conspicuous consumption was first developed by the American sociologist and economist T. B. Veblen in «The Theory of the Leisure Class» at the end of the 19th century. According to his theory, the generation that became rich in the era of industrialization continued to lead a modest lifestyle, the next generations continue to consume instead of producing. The main problem with this concept is that consumerism demonstrates financial power, status and class in society, causing others to envy.

It immediately becomes clear that consumption goes far beyond the simple satisfaction of physical or physiological needs for food, shelter, and so on. Material goods are deeply involved in the psychological and social life of people. People create and maintain an identity using material things. The "challenging power" of material things facilitates a series of complex, deeply rooted "social conversations" about status, identity, social cohesion, and the search for personal and cultural meaning.

An important part of consumption concept is consumer addiction. Consumer addiction is dependence on products or services in the form of psychological or physiological dependence. In that type of addiction, a consumer sees a merit not in personal qualities, but in possession of things. And that consumer, who owns things, do not even like them sometimes. What the most important about those things- is that the consumer society value them. In that case, consumer identify himself with the things he has.

In conclusion, it is worth adding that little attention has previously been paid to the motives of consumer behavior. Twentieth-century economic theory simply assumed that the vast majority of people act rationally in order to maximize their utility. But no other economic activity is more determined by its

social context than consumption. In this way, our consumer behavior conveys a message to us and others about who we are and how we fit in or separate from other people.

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ФИЛОСОФИЯ КАЙДЗЕН И БЛАГОПОЛУЧИЕ СОТРУДНИКОВ

THE PHILOSOPHY OF KAIZEN AND EMPLOYEES' WELL-BEING

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It is the art of small steps. This is a common way to describe the concept of the well-known Kaizen method these days. Outside of Japan it considered to be method of “continuous improvement”. But how about going a little deeper into Kaizen to see its nature?

The word Kaizen itself consists of two kanji: 改 reads as Kai and means to “change”, 善 reads as Zen and means to “be right”. Therefore, 改善 is “change for the better in order to get closer to the right state”, right? [1] It’s important to remember that in languages, as a rule, there are concepts that don’t exist in English or other foreign languages, and words that don’t have an English equivalent, the same with Japanese. This is why it can be difficult for non-native speakers to fully understand the meaning of kanji.

For example, you probably aware of the word “kokoro”, which is essentially a lexeme, what makes its translation difficult as this word is related to abstract processes (feeling, thinking, experiencing, etc). This is why the word “kokoro” is often not translated at all, especially in collocations and phrasemes. But we can try to find a “kindred spirit” for the word as the cognitive linguist Anna Wierzbicka did. She considers Russian “dusha” to be similar in richness to “kokoro”, and “kokoro” also includes some meanings of the English words “mind” and “heart”. This partial equivalence largely takes place due to cultural differences in the conceptualization of the inner state and inner life of a person [2].

Keeping this in mind, perhaps the key point of 改善 is about bringing things to a righter state of being. First of all, Kaizen is a philosophy, so it is believed that it can be applied in many aspects of any business. The changes may be small, but they must carry improvements. It is noteworthy that we can use this approach both at the individual level and at the environmental level, because it is about making things better than the current or past state [1].

What is important for any business? A high level of quality of products provided to customers at lower prices in compliance with the promised delivery date and safe production. Abbreviated QCDS: quality, cost, delivery time, safety. To follow the QCDS, the real Kaizen culture implies the contribution of knowledge and ideas of all involved, so it should be established from the shop floor [1].

The authors of the book “True Kaizen: Management’s role in improving work climate and culture”, Collin McLoughlin and Toshihiko Miura, described an easy way to turn an ordinary working day into a real torment. And here's how: employees should spend most of the day at work so that they can't get enough sleep, they must be treated as if they are nothing more than robots, but just a component that can be replaced by any other person or machine, it is also important not to forget to tell them to do the same thing over and over again. This will give as an employee who is dissatisfied with his work. Bonus: the quality will most likely start to decline, and in this case, it will become quite difficult to maintain a higher level of labour productivity. On the other hand, we have Kaizen, which suggests changing the thinking of each party involved in order to make the new day better than the previous one [1].

After all, we are all human beings, not robots. In a sense, Kaizen is an innate desire of every person to make today better than yesterday, which has all chances to improve the quality of life [1].

And now let's move on to the theory. The concept is based on common sense and approaches that do not require huge costs, and also offer a low level of risk, so that managers can return to the old way without significant material losses.

Thanks to the philosophy, way of thinking and methodology of Kaizen, the sprouts of small and gradual changes grow into impressive results [3].

Japanese organizational theorist and management consultant Masaaki Imai in the book “Gemba Kaizen: A Commonsense Approach to a Continuous Improvement Strategy” identified the following basic concepts for the implementation of the Kaizen strategy: Kaizen and management; Process versus result; Following the plan-do-check-act (PDCA)/standardize-do-check-act (SDCA) cycles; Putting quality first; Speak with data; The next process is the customer [3].

Let's take it one step at a time.

In Kaizen, the key word for management is standards, hence its two main functions: maintaining technological, managerial and operating standards and improving activities aimed at raising standards. If significant material costs are required for the introduction of innovative technologies and equipment, Kaizen, relying on human efforts, morale, communication, training, teamwork, involvement and self-discipline, offers a rational but budgetary approach to improvement [3].

Since a well-structured process leads to the result, we are talking about a process-oriented approach, during which it is necessary, among other things, to identify and correct errors that arise in the process itself. Not a result-oriented approach, but an improved process will lead to better results. In Kaizen, the emphasis is on human effort, as well as on the commitment and involvement of senior management. The two main responsibilities of management become: standardization and stabilization of current processes (SDCA cycle) and their improvement (PDCA cycle) [3].

Any workflow is always unstable at the beginning, and deviations occur due to the lack of a standard, due to its non-compliance or its inadequacy. Stabilization of the current workflow can be achieved through the standardize-do-check-act (SDCA) cycle. You can proceed to the PDCA cycle only after the standard is established and followed: that's why the standard is considered the starting point [3].

The PDCA cycle is the plan-do-check-act cycle, which ensures the continuity of maintaining and improving standards. Wherever you decide to start improving - in life or in business (do not forget that Kaizen is a philosophy) - you need a target. Find a target, develop a plan to achieve it and put it into execution (the same “do”). Check whether the implementation follows the plan and whether it has led to improvement, and act, that is, to implement and standardize new procedures. Use this to prevent the original problem from repeating or to set goals for new improvements. As soon as the cycle ends, it must be started from the beginning: this means doing better today than yesterday, that is, not stopping at

what has already been achieved. Often employees do not take the initiative to improve conditions, so management must initiate PDCA [3].

Returning to the QCD, it must be said that in Kaizen there is a kind of a credo “quality above all”. No matter how tempting the price may be for the customer, no matter how attractive the terms of delivery, the competitiveness of the service or product largely depends on quality [3].

Kaizen helps to solve problems, and a scientific and objective approach to finding a solution is to collect, verify and analyze data: this helps to recognize the problem for its correct understanding and, consequently, solution, and also helps to determine what you are currently focused on [3].

To ensure quality, it is necessary to follow to and use in practice the axiom “the next process is a customer”, which refers to two types of customers: internal (within the company) and external (on the market). Most of the organization's employees deal with internal clients. Understanding this helps to avoid the transmission of defective parts or inaccurate information to those who are at the stage of the next process. As a result, an external customer receives a high-quality product or service already on the market [3].

Now comes the moment of truth. What results does kaizen show in practice? An earlier study conducted jointly by researchers from the Karolinska Institutet, Sweden and University of Sheffield, the UK involved two organizations. The first study related to the Danish Postal Service, where at that time the working conditions and well-being of employees were changing under the influence of a reduction in the volume of mail sent and the privatization of parcel delivery services. According to the materials presented in the article, during the national representative survey in 2012, employees of mail delivery services, in addition to the organizational component of the question, reported, among other things, mental health problems. The following hypotheses were put forward [4].

The first hypothesis is as follows: Preexisting levels of mental health and job satisfaction will be positively associated with the use of Kaizen boards. Partially confirmed: improved mental health was associated with increased use of Kaizen boards in both groups, and higher job satisfaction was significantly associated with increased use of Kaizen boards only in the second group (the two intervention groups consisted of two randomly distributed geographical postal districts) [4].

The second hypothesis can be determined as the use of Kaizen boards will bring about positive intervention outcomes through their ability to enhance participants' awareness of and capability to manage their psychosocial work environment, and this will be similar for both participatory approaches. Confirmed: Whether the intervention was supported by an occupational health consultant or not, the relationship between the mechanisms and the results was similar [4].

The third hypothesis is considered to be the use of Kaizen boards will bring about improvements in job satisfaction and mental health through their ability to enhance participants' awareness of and capability to manage their psychosocial work environment. Confirmed: the use of kaizen boards predicted improved psychosocial risk management, which is associated with higher job satisfaction and improved mental health [4].

A few years later, an empirical study of insurance companies was conducted in Jordan in order to assess the indicators of Kaizen success and the impact on overall work and quality of services. The study included small insurance companies and offices, who agreed to use Kaizen methods. The number of employees in companies varies. A direct interview was used to collect data, and a month later a questionnaire was sent to employees of selected companies. The sample for the study consisted of 200 employees in 40 companies throughout the city of Amman and areas around the main city. It was shown that the introduction of Kaizen has a positive effect on the overall work and quality of service of insurance companies (involved in the study). The improvement of the work of employees in general and the quality of service is partially mediated by the introduction of Kaizen and the overall work and quality of service of companies. The participation of employees in the formulation and decision-making at all administrative levels allows them to be involved in various productivity improvement processes. This improves the overall quality of diverse employee concepts. Based on the result, the introduction of a system of moral and material incentives and rewards in order to create a spirit of initiative and competition among employees [5].

The research on the effectiveness of the Kaizen approach and its impact on employees in various fields continues, as well as materials on Kaizen failures, the authors of which are trying to find out the reasons why the implementation of this approach was not successful in a particular company, and explain the mistakes made. Kaizen really takes a lot of time – it will take several years before the result becomes obvious, so this approach is not suitable for a rapidly developing economy. It is quite difficult to involve employees at all levels; the human factor adds to the problems – laziness, greed, dishonesty; employees' proposals are not taken seriously. However, there are many successful examples of following Kaizen. Various Japanese corporations adhere to the Kaizen philosophy, and among them the famous Toyota, Mitsubishi, Nissan, Philips. Among the followers of Kaizen there is a Swiss multinational food and drink processing conglomerate corporation Nestlé S.A [6].

The theorists of the Kaizen approach call it focused on human life, on the efforts of the common man. So give me a minute to be naive: maybe business is, after all, not only about money? At the very least, it's clearly worth a try.

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**БАВАРСКАЯ ГОСУДАРСТВЕННАЯ БИБЛИОТЕКА:
ВЧЕРА И СЕГОДНЯ**

**DIE BAYERISCHE STAATLICHE BIBLIOTHEK:
GESTERN UND HEUTE**

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Deutschland hat im Gegensatz zu anderen Bibliotheken keine große, jahrhundertealte Nationalbibliothek.

Die bedeutendste Bibliothek des 16. Jahrhunderts war die Palantina in Heidelberg, im 17. Jahrhundert hatte die Augusta in Wolferbüttel, an der Leibniz und Lessing wirkten, eine große Bedeutung. Die erste neuzeitlich organisierte wissenschaftliche Bibliothek war die 1735 gegründete Universitätsbibliothek Göttingen.

Obwohl die modernen Studierenden ihre Erkenntnisse nicht nur aus dem Studium der Bücher gewinnen, spielen die wissenschaftlichen Bibliotheken auch heute eine große Rolle. Sie leisten einen wichtigen Beitrag zur Entwicklung der Forschung und der Ausbildung und sind eine mächtige Informationsquelle. Die Bibliotheken machen das Bücherpotential mit größter Effektivität nutzbar. Immer weitere Impulse kommen aus der Richtung der Technischen Modernisierung durch die Einführung der elektronischen Datenverarbeitung. Die technischen Neuerungen werden immer wirkungsvoller.

Eine der größten europäischen Forschungs- und Universalbibliotheken auf Weltniveau, die moderne Technologien und Innovationen nutzen, ist die Bayerische Staatsbibliothek in München, die seit Jahrhunderten eine der weltweit bedeutendsten Sammlungen des schriftlichen Kulturerbes der Menschheit bewahrt.

Die Bayerische Staatsbibliothek hat ungefähr 78,6 Tausend aktive Benutzer. Die Lesesäle der Bibliothek werden täglich von rund 4000 Lesern besucht. Die Bibliothek verfügt über 1000 Arbeitsplätze in sechs Lesesälen: Neben dem großen Allgemeinen Lesesaal mit mehr als 600 Arbeitsplätzen können die Nutzer unter einer ganzen Reihe von Speziallesesälen wählen. Das sind der Zeitschriftensaal, der Handschriftensaal, der Lesesaal für Musik, Karten und Bilder, der Aventinus-Forschungssaal und der Lesesaal für Osteuropa, Orient und Asien. Diese Säle sind ein wichtiger Ort für Wissen und Studium, Kommunikation und Zusammenarbeit.

Die Altbestände der Bayrischen Staatsbibliothek entstammen den Hofbibliotheken der Wittelsbacher in München und Mannheim, den säkularisierten bayerischen Klöstern sowie einigen Büchersammlungen unterschiedlicher Provenienzen.

Dass ihr Schwerpunkt auf der Geistergeschichte liegt, hat Tradition: Sie ging aus den humanistischen Büchersammlungen Herzog Albrechts V. und Wilhelms V. im 16. Jahrhundert hervor. Seit dieser Zeit wuchsen die Sammlungen und Bestände der Bibliothek durch umsichtiges und erzieltes Erwerben. Im Jahr 1600 zählte man etwa 17000 Bände. Die Bibliothek galt damals als eine der bedeutendsten Büchersammlungen Europas.

Die bedeutendsten Zuwächse erhielt die Bayerische Staatsbibliothek nach Aufhebung der Klosterbibliotheken durch Säkularisation. In dieser Zeit wurden der Bibliothek ausgewählte Bestände aus rund 150 Klöstern und Stiften in Oberbayern, Niederbayern und Teilen Schwabens zugewiesen. Damit wurde die geistige Überlieferung Bayerns aus vielen Jahrhunderten an einem Ort vereint. Die Klosterbibliotheken enthielten einzigartige literarische Quellen zu den verschiedenen Wissensgebieten. Im zweiten Jahrzehnt des 19. Jahrhunderts betrug der Bestand der Bibliothek von über 500000 Druckwerken und 18600 Handschriften. Auch in den nächsten Jahren vermehrten sich ihre Bestände. Man

unternahm große Anstrengungen, um neue Literatur zu erwerben und die Bestände zu ergänzen. Seit Ferdinand Marias Zeiten im 17. Jahrhundert mussten von jedem Druckwerk in Bayern Pflichtexemplare abgeliefert werden.

Aufgrund ihrer Stellung und Tradition verfügt heute die Bayerische Staatsbibliothek als zentrale Landes- und Archivbibliothek, eine der führenden internationalen Forschungsbibliotheken, zweitgrößte Bibliothek Deutschlands über umfangreiche wissenschaftliche bedeutsame Bestände in verschiedenen Disziplinen, Fächern und Sprachen. Sie hat einen Bestand von über 11 Mio. Bänden, darunter mehrzählige Handschriften mit Einzelstücken in unermesslicher Kostbarkeit, eine der umfassenden Orient- und Ostasiensammlungen Europas, elektronische Zeitschriften – endlos Aufzählbares mehr.

Zu den Schätzen der Bayerischen Staatsbibliothek gehört unter anderem die Sammlung von rund 200 Chorbüchern, die für den Gebrauch in der herzoglichen Hofkapelle zur Gründungszeit der Bibliothek geschrieben worden waren und heute digitalisiert werden.

Die Bayerische Staatsbibliothek verfügt über Mikroformsammlungen und elektronischen Zugriff auf lizenzierte Dokumente und E-Books. In der Bibliothek gibt es verschiedene Nachweiseinstrumente, die den Überblick über den Gesamtumfang der Sammlung ermöglichen. Den ersten Zugang zum Bestand der Bayerischen Staatsbibliothek gibt der Online-Katalog mit seiner Vielfalt an Suchmöglichkeiten. Für einen thematischen Zugriff ist auch die sachliche Suche von Bedeutung.

Die Bestände der Bibliothek, die ständig ergänzt werden, werden systematisch erschlossen und für Benutzer aller Welt bereitgestellt. Die Bibliothek erwirbt laufend Monografien, Zeitschriften, Zeitungen und elektronische Medien nach einem detailliert ausgearbeiteten und ständig gepflegten Erwerbungsprofil, um die aktuelle und qualifizierte Literaturversorgung von Forschung und Wissenschaft zu gewährleisten. Die Sammlungen der Bibliothek dienen dem nationalen und internationalen ebenso wie dem lokalen und regionalen Bedarf. Durch kontinuierlichen Bestandsaufbau, umfangreiche Digitalisierungsaktivitäten bleibt die 1558 gegründete Bibliothek eine der bedeutendsten Quellen von Wissen.

Im Jahre 2008 gingen die ersten Bücher der Bayerischen Staatsbibliothek zur Digitalisierung an Google. Das Ziel dieses großen und außerordentlich wichtigen Projekts war nicht nur erreicht, sondern überschritten worden.

Die Bibliothek arbeitet mit dem Münchener Digitalisierungszentrum zusammen. Das Münchener Digitalisierungszentrum, kurz MDZ, wurde 1997 gegründet. Es ging um mehr als Technik. Es ging darum, Wissensbestände den Benutzern zugänglich zu machen. Im Jahre 2017 feierte man sein 20-jähriges Gründungsjubiläum. In den zehn zurückliegenden Jahren nahm das Zentrum eine

etappenreiche Entwicklung. Nach einer Aufbauphase mit vielen Digitalisierungsprojekten kam ein Sprung in die Massendigitalisierung. 1917 verfügte die Bibliothek über 2,3 digitalisierte Materialien. Das MDZ fungiert als zentrale Innovations- und Produktionseinheit der Bayerischen Staatsbibliothek für die Entwicklung neuer Produkte und Prozesse, die mit dem vielschichtigen Großthema „Digitale Bibliothek“ verbunden sind. Das MDZ verfügt über ein eigenes Scan Center, das mit hochwertigen Scan Systemen, einschließlich Scan Robotern und 3D-Scannern ausgestattet ist. Schwerpunkte sind die Digitalisierung sowie die Präsentation und die langfristige Archivierung digitaler Inhalte. Die im MDZ digitalisierten Materialien werden den Nutzern über die digitalen Sammlungen der Bayerischen Staatsbibliothek zur Verfügung gestellt. Die überwiegende Mehrheit der digitalisierten Dokumente umfasst Manuskripte, Inkunabeln, seltene Drucke, Bücher, Zeitungen und Bilder. Die darin enthaltenen 400 Millionen Bilddateien sind weltweit im Internet frei verfügbar.

Das breite Leistungsspektrum der Bibliothek, die Bestandentwicklung, neue Technologien, neue Projekte und virtuelle Ausstellungen sowie großer Umfang der digitalen Sammlungen ziehen immer neue Nutzer, Studenten und Doktoranden, Angehörige außeruniversitärer wissenschaftlicher und kultureller Institutionen, Privatforscher, Vertreter von Verlagen aus Deutschland und anderen Ländern an. Mit ihren Sammlungen bildet die Bayerische Staatsbibliothek ein bedeutendstes Zentrum der Literaturversorgung in Deutschland.

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ТРЕНДЫ В ВЫСШЕМ ОБРАЗОВАНИИ

TRENDS IN HIGHER EDUCATION

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Nowadays, there are certainly significant changes in educational policy. They concern people now and will continue in the future. Modern education is the result of some huge transformations that have taken place in the education system in recent years. Education is always present, although it is based on the past experience and looks to the future. The main trends in the future education system are associated not only with the search for new formats of learning, but also with new roles for all participants of the educational process. Here are the trends that Olesova A.A. highlights in her article: 1. Continuous learning, or Lifelong Learning; 2. Total digitalization; 3. Gamification; 4. Active project work [1].

There are two main reasons for the development of Lifelong Learning (LLL): the availability of online education and the rapid development of technology.

Previously, there were a lot of restrictions for lifelong learning. After all, you first need to set aside time after work, or sometimes even instead of it. At the same time, there are not always advanced training programs in your region. Also, for complex technical professions, training is only possible in large cities. So, you have to spend a lot of money on traveling, accommodation and education itself.

Now, this process has narrowed down in almost any area to “turn on the Internet, go to the website and choose a program”.

During the pandemic, large EdTech companies have shown the rapid growth. For example, the capitalization of one of the oldest representatives of online education - K12 Inc. – rose to an incredible \$1.8 billion. According to some reports - dated in September - and analysts' forecasts, the company's profit in 2020 will exceed a billion. The situation is absolutely the same on the Russian and Ukrainian markets. EdTech companies are showing qualitative growth. After all, online education is almost the only way to stay in trend and pump knowledge now [2].

Total digitalization of education. First of all, let's clarify: the digitalization of education and distance learning are not the same thing. The concept of digitalization is much broader. It means the use of various programs, applications and other digital resources for e-learning both remotely and directly at school or

university (for instance, when some tasks are performed on a computer or tablet in the classroom). The digitalization of education has become especially noticeable since the start of the coronavirus pandemic. Schools and universities were forced to move online, and this affected everyone - schoolchildren and their parents, teachers, students and university professors.

What are the benefits of digitalization in education? The effectiveness of digital technologies in education today has been confirmed at least in the following main areas:

As in all other areas, digitalization in education simplifies organizational tasks. In a school electronic diary, it is more convenient to record and transfer information (for example, from a teacher to a student's parents and vice versa), and modern tools for universities allow you to create an individual schedule for each of the thousands of students (and also to take into account their personal choice);

Digitalization makes education more convenient for pupils and students. So, the possibilities of hybrid learning, when some of the students are in the classroom with a teacher, and some are connected remotely from home, allow schoolchildren and students not to miss classes when they cannot attend them physically (for example, due to their illness);

Internet provides access to a much wider range of educational content than the conventional learning format. Large online platforms, that host mass courses from the world's leading universities (Coursera and other similar projects, including the Russian ones), allow a person from anywhere in the world to listen to lectures, for instance, from Harvard or Moscow State University;

Online courses do not exhaust the variety of educational content on the Web. It can be useful for both a schoolchild and a student, if the topic remains unclear, to watch or read the explanation of another teacher, as well as to practice their skills doing various exercises, tasks and seeing examples. Digital solutions allow you to create many new, non-repetitive tasks individually for each student.

Gamification in education is the process of incorporating elements of games into the course. This practice increases the involvement and motivation of students, allows you to learn the material more effectively. Previously, this technology was used mainly in teaching children of preschool and primary school ages. Today, gamification is successfully used in training courses for all age groups, including adults. The main advantage of gamification is the pleasure of the student, as the expert emphasized. He compared this method to monosodium glutamate (a flavor enhancer). Such an additive does not provide much benefit, but it brings much more joy from eating - this is what gamification does in the educational process [3].

Gamification is gaining more and more popularity because it is a great tool for employee engagement, increasing sales, improving efficiency in learning, and can also help solve important social problems.

Active project work. The essence of the project methodology is that a student independently participates in the acquisition of knowledge. Mastering the culture of design, the student learns to think creatively, to predict possible solutions to the tasks, and it also develops the skill of working with various sources of additional information.

The project activity of students is one of the methods of developmental education aimed at developing independent research skills (statement of the problem, collection and processing of information, conducting experiments, analyzing the results). It contributes to the development of creative abilities, logical and variative thinking, generalizes and integrates the knowledge gained during the educational process, attaches to the solution of specific important problems. Consequently, the project and research activities of students contribute to a better assimilation of educational material. In addition, Mirdzhalilova notes that there is an increase in interest in the subject when using different teaching methods [4].

In order for the project to take place, students must face a real-life problem, familiar and significant, for the solution of which they need to use not only the acquired knowledge, but also new skills that have yet to be acquired. Thus, the subject “Project work” was added to the Russian system of school education in the program of the Federal State Educational Standard, with the aim of developing in children the qualities that modern society requires: the ability to experiment, to synthesize the knowledge gained. Develop creative abilities and communication skills, which allows them to successfully adapt.

Education plays a key role in our lives; it connects us with the past and opens the way to the future. Globalization, the development of new technologies, the total transition to digital, the COVID-19 pandemic – all this determines the trends in the development of not only the society of the future, but also the education system in the 21st century. It is very important to know what innovations society is investing in education.

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АНАЛИЗ ПРОБЛЕМ ТРУДОУСТРОЙСТВА ВЫПУСКНИКОВ ВУЗА

PROBLEM ANALYSIS OF UNIVERSITY GRADUATES EMPLOYMENT

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The problem of getting a good job when graduates leave university or college has always been a burning issue. The job market is very competitive now. A lot of graduates consider doing a second degree or taking different courses rather than getting a job that does not interest them. The purpose of our study is to identify and study data on the peculiarities of the work placement of graduates: ways of employment, popular destinations for job seekers, choosing a job not in the specialty, refusal to look for work.

The relevance of this topic is related with the changes taking place in our society and human culture in general. The main direction of these changes is increase freedom of choice and need independent choice of profession. Ambiguous attitude to the profession, the meaning of work activity and its results leads to the need of personal choices throughout professional activity. Professional self-determination becomes necessary not only in connection with technological development of the professions or change of work activity but due to the diversity of the possible relation to professional activity. Analysis professional self-determination cannot be effective in its isolation research outside of a holistic approach to the phenomenon of self-determination of personality based on unified methodological and theoretical positions [1].

At present the state of the labor market in different regions of Russia forces graduates to face many serious problems in solving the issue of employment. One of the main reasons for this situation is the willingness of employers to hire specialists with experience. At the same time graduates have high expectations of

future work and wages which the market cannot satisfy. As a result, many of them get a job depending on the size of the salary not on education.

According to the report of the Ministry of Education and Science of the Russian Federation, the list of the most popular areas for applicants this year included IT-specialties and traditional ones - Economics, Management and Jurisprudence. However experience shows that in four or five years, almost 40% of graduates will not work in the specialty they received at the university. And they knew about it while still studying at the university. Today the job search site HeadHunter provides data from its survey. Approximately 40% of respondents do not work in the profession they received in higher education. Among current students, 61% plan to develop a career in their field, and more than 20% are sure that they will leave for another industry. Thus, entering and studying at the university, a significant part of the students do not even plan to work in the chosen direction [2].

Rosstat conducts a large study that is devoted to the employment of graduates of universities and colleges. According to these statistics, the situation is best with university graduates who completed residency, postgraduate studies - 97.2% of graduates are employed, masters – 93.5%, specialists – 93.1%, bachelors – 87.7%, graduates from college or technical school – 86.1%, vocational school or professional lyceum graduates - 85.5% [3]. Interestingly, people with a bachelor's degree have almost the same chance of finding a job as those who have received a secondary vocational education.

Studying the employment of graduates, statisticians divide them into three large groups. The first is those who were looking for a job after graduating from a university or college and found it. In 2016-2020, there were 3.5 million of them. The second is those who did not show any activity in this direction. There were 2.5 million of them. Here, Rosstat includes not only the unemployed, but also people who by that time already worked, opened their own business, continued their education, joined the army and so on. The third group is people who tried to find a job but did not do it. There were 259 thousand people.

Now we will study why some graduates did not look for a job. 922 thousand of them had already worked. To 370 thousand the job had been offered, 325 thousand got into the army, 228 thousand did not seek an employment due to family circumstances, 157 thousand continued to study, 121 thousand had an agreement with the employer. For 88 thousand there was no need to look for a job and 81 thousand worked according to distribution. 38 thousand did business or were self-employed, 27 thousand did not show any activity due to the state of health and 127 thousand of graduates had some other reasons [3]. Thus it can be concluded that at the time of graduation from the university, a third of graduates have already decided on their future job and even have some experience.

The ways graduates find a job are also of great interest. It turned out that the most effective way to find a first job is through relatives or acquaintances. This happened to 1.1 million people, that is, every sixth graduate. 887.5 thousand yesterday's students themselves turned to the employer of interest, studied published vacancies - 770.5 thousand. 386 thousand posted resumes online, 129 thousand – through the state employment centre, 114 thousand – through university or college, 26 thousand – through a job fair and 21 thousand – through a commercial job centre.

And the most interesting thing is to find out the reasons why graduates do not choose a job according to their profile. Rosstat [3] last year conducted a study to find out how many graduates of higher and secondary vocational schools do not work in their specialty. Those were more than 30%. Of those who nevertheless began their careers by profession, there are doctors (97%), teachers (80%), cultural and art workers (79%), military men (79%). That is, mostly representatives of those areas in which there are strict requirements for education.

The reasons for choosing a job not according to the profile, of course, are different. But in the first place is the low level of income in the chosen industry and the lack of career prospects. Students also note that the reason was that the faculty was chosen only because of the opportunity to get a budget place. That the university was the choice of the parents, not the student himself. About 40% of students choose a university as a continuation of their education, no matter which one. Anita Poplavskaya, an employee of the National Research University Higher School of Economics, conducted a study of the values of modern students. The analysis was based on data from an online survey conducted in the spring of 2020[4]. The top 5 values expectedly included a high salary (63% of responses). And then - personal interest in work (61%). Then, with a margin, - the reliability of the work, its compliance with the knowledge and skills of the student and career prospects. They were followed by a friendly team. And a fairly new component - a flexible schedule, mobility options, the correspondence of work to the worldview and the ability to create something new.

For girls, Poplavskaya notes, communication at work is also important. Other collectivist labor values are less significant for them than for young men. The initiative for female students is also not a priority - in contrast to the reliability of work. Students who have not separated from their parents are less focused on career growth, high wages, and job security. But those who have lead more independent life or live in a hostel emphasize either the social benefit of labor or a change of scenery. Probably much depends on the characteristics of communication with peers. The older the students the less important for them is self-development and the perception of work as a public good. With age position reliability is quoted higher. Future engineers are more focused on individualistic internal values (self-development). More than engineers, humanitarians are ready

to work for the benefit of society. Science students vote for labor mobility. Successful Russian students are more actively choosing reliable jobs with a certain schedule and career prospects.

To sum up the results of the statistical study on the problems of university graduates employment our survey was conducted. 20 respondents (all of them new graduates) took part in this survey. Three main questions were identified:

Have you chosen a job according to the profile?

How did you find a job?

What do you value in your work?

The results of the survey show that 68% of respondents work in their specialty, 32% of them are employed in other professions, 45% of respondents found a job through acquaintances and 50% – through Headhunter. Almost all respondents (99%) answered that they appreciate the high salary and career prospects. The survey shows that the majority of graduates are ready to start their career in the chosen field. It was revealed that modern graduate is distinguished by a high level of pragmatism in the social and professional aspects. A determining factor in choosing a place of work is a high salary.

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**ИЗУЧЕНИЕ ИННОВАЦИЙ
В СФЕРЕ ВНУТРЕННЕГО КОНТРОЛЯ БИЗНЕС-ПРОЦЕССОВ**

**STUDY OF INNOVATIONS IN THE SPHERE OF INTERNAL
CONTROL OF BUSINESS PROCESSES**

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The issues of improvement and internal control of business processes have become highly relevant due to increased competition in the context of the recession of the Russian economy, which have been going since March. Leadership in price for most of the companies is very difficult by the reasons of the rapid growth of production costs and rising inflation. Therefore, today the company's way to success is a combination of product leadership and operational leadership – a symbiosis of innovation and well-established internal control system for business processes.

Internal control of innovation activity is a set of control measures, the purpose of which is to monitor the process of creating and implementing innovations in order to maximize the benefits from the use of limited resources and improve internal communications within the firm's departments and between management structures. One of the main tasks of internal control is to ensure the compliance of all tasks with a single enterprise strategy. The ways of organizing the system of internal control of innovative activities must also comply with the specifics of the company's activities, legal requirements and internal regulations of the company. Flexible control of innovation process is considered as the necessary tool to improve the company's efficiency in modern conditions. The authors use such methods of research as the institutional approach, analysis and synthesis of historical data, the laws of dialectics, causality method.

The introduction of innovative methods and technologies in any industry, in any functional department of the company is aimed at one common goal, i.e. increasing competitiveness, improving the quality of labor results and expanding the scope of the company. In industry, it is due to the increase in production capacity. However, speaking about people, innovative decisions in financial policy affect the quality of relationships, the desire and ability of all members of the firm to work. Thus, innovation plays an important stimulating (or incentive) role. In addition, Bryantseva T.A. identifies two more roles [1]. They are investment and reproductive functions. The reproduction component means the

expansion of the company and the involvement in the circulation of new funds - the profit received as a result of the modernization of production. The investment function is the process of using part of this profit to start new projects. As you have already understood, the process of innovation is very complex because it covers several areas of activity. The fair question about the method of organizing control over these processes arises.

The purpose of creating an internal control system is the introduction and effective development of innovations in the implementation of all areas of the company's activities. According to the goal, a list of tasks is determined:

1. Collection and analysis of reliable, timely and complete information about deviations in the course of functioning and development of the organization. The first point is necessary for compliance of the mission with strategic goals, planning of actions for implementation of the purposes and preparation and management decision-making.

2. Monitoring processes of functioning and development of the organization and timely reports to managing persons about essential deviations.

3. Comparison of the received and expected results and identification of deviations; analyses of origins, management of the adjusting impacts.

Similar targets are identified by Akhmetshin E.M. and Vasilev V.L. in their article [2].

The implementation of the functions of the internal control system depends on the specifics, industry affiliation, scale and structure of the enterprise, and can be carried out by a specially created organization by the internal control service or by employees of the following structural units: financial, planning and economic, accounting departments, strategic planning service [3].

There are various methods of internal control of innovative activities in the organization. It is necessary to apply them in a certain sequence. Firstly, local regulations are drawn up to determine the procedure and methodology for organizing internal control. For persons who will implement this control, instructions are created. At the second stage, the volume and list of control measures are determined, the goals and objectives of the inspections are specified. Moreover, deadlines and responsible persons, reporting forms, plan and program of inspections are established. The execution of verification activities follows the preparation stage. The main sources of information are accounting data. The fourth stage includes summing up the results of the audit and indicating the identified violations and recommendations for their elimination. The final stage includes actions related to the implementation of the action plan to eliminate the identified violations, the development of recommendations to improve the efficiency of activities, and the analysis of the deviations received.

The process of creating innovative developments is quite long. And in the end, not all ideas will have ever be applied. One of the success factors of

development is the interaction of internal and external control systems. It allows you to create a risk-based control system for the organization. Binner H. proposes to use the classification of intellectual property objects as a basis for developing a methodology for technological internal control. She means that we need to take into account the market segments for which these developments are intended [4]. To ensure the cost-effectiveness of the internal control system, it is important to determine its structure. Control over the actual effectiveness of the use of budgetary funds should be carried out at various levels - from managers of innovative projects to the ministry. In 2013, the Institute of Internal Auditors officially recognized the so-called Three Lines of Defense model [5]. It describes how to distribute and coordinate the functions of control and risk management among the subjects of the control system, the size and complexity of the organization does not matter.

Now we can outline the main stages of control. At the preparation stage, it is necessary to identify developments that are promising for commercial purposes. Therefore, we will talk about strategic methods for evaluating such projects, which will be based on a SWOT analysis of projects, executors and, of course, enterprises - potential purchasers.

After determining the technical characteristics of the developments carried out by the organization, it is necessary to diagnose the external environment. According to the publishing house Connect WIT [4], such diagnostics at the level of the top management of the company allows avoiding duplication of work as well as it contributes to passing of strategically important decisions at all levels from the position of the same vision of the outside world. If errors were made in the analysis of the external environment, then the unity of direction of action reduces the chances of deviation from the mission of the organization.

After that, internal control specialists must determine the criteria for evaluating scientific projects. Then, experts in a particular scientific field will be selected by a survey of employees. The final stage consists of exploring potential opportunities. Financiers must consider pessimistic and optimistic development ways. Thus, step by step, we create an internal control system to manage innovation in an industrial organization.

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ТЕХНИЧЕСКИЕ УНИВЕРСИТЕТЫ ГЕРМАНИИ

DIE TECHNISCHEN UNIVERSITÄTEN IN DEUTSCHLAND

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Deutschland hat eine reiche Hochschul- und Forschungslandschaft. Aber die Universitäten betragen ihren großen und wichtigsten Teil.

Die Namen der alten deutschen Universitäten sind in aller Welt bekannt. Auch viele junge Universitäten haben längst in Deutschland wissenschaftliches Renommee erworben.

In vielen Städten Deutschlands gibt es Technische Universitäten, die qualifizierten Ingenieur Nachwuchs ausbilden. Das sind 1745 als Collegium Carolinum gegründete Technische Universität Braunschweig, die Technische Universität Hamburg, die Technische Universität Clausthal, die auf eine überall zweihundertjährige Geschichte zurückblickt, und andere.

Der Grundstein für die ingenieurtechnische Ausbildung an der heutigen Universität Chemnitz - Zwickau wurde 1836 mit der Gründung der Königlichen Gewerbeschule zu Chemnitz gelegt. Zu Beginn des 19. Jahrhundert wurden im erzgebirgischen Kreis mit dem Zentrum in Chemnitz zur Verbesserung der technischen Ausrüstung der Textilbranche Fabriken für den Textilmaschinenbau errichtet. Auch der Werkzeugmaschinenbau hatte eine beachtliche Bedeutung.

Bereits in den sechziger Jahren des 19. Jahrhunderts wurde die mathematisch naturwissenschaftliche Ausbildung als Basis für das Studium der

Technikwissenschaften entwickelt. Eine vertiefte Ausbildung auf dem Gebiet der textilchemischen Technik war möglich. Unter den Absolventen der Chemnitzer technischen Bildungsstätte waren berühmte Wissenschaftler wie Carl Julius von Bach, der Entdecker des Elements Germanium Clemens Winkler, der Mitbegründer der technischen Thermodynamik Gustav Zeuner.

Ende des 20. Jahrhunderts wurde an der damaligen Gewerbeakademie Maschinen-, Textil- und Elektroingenieure, Architekten und Hochbauingenieure ausgebildet. In dieser Zeit erfolgte auch die Entwicklung anderer Abteilungen.

Nach dem Zweiten Weltkrieg profilierte sich die Chemnitzer Bildungseinrichtung über einige Stationen zur Technischen Universität.

Mit dem Zentrum für Mikrotechnologien verfügt heute die Technische Universität über eine ausgezeichnete Basis für die Mikroelektronik, für die Mikromechanik und für Mikrosystemtechnik. Von großer Bedeutung sind leistungsfähige Technika und Lehr- und Forschungslabor. Damit wird außer Forschung die praxisnahe und zukunftsorientierte Ausbildung der Studierenden garantiert. Die Technische Universität Chemnitz - Zwickau beteiligt sich an vielen Forschungsprojekten der Europäischen Union und hat viele Wissenschaftskontakte in verschiedenen Ländern.

Die Technische Universität Dresden ist eine der ältesten technischen Hochschulen in Deutschland. Gegründet 1828 als Königlich - Sächsische - Bildungsanstalt zu Dresden, ab 1851 als Polytechnische Schule weitergeführt, erfolgte 1871 die Anerkennung als Königlich-Sächsisches Polytechnikum. Auch nicht technischen Fächer wie Philosophie, Geschichte und Sprachen hielten zu der Zeit Einzug oder wurden verteilt. Damit wurde die Anstalt in den nach heutigem Ermessen technisch - universitären Stand erhoben. Seit 1890 hat sie den Status einer Technischen Hochschule. Seit 1961 firmiert die Hochschule als Technische Universität. Die Forschung der Informatikfakultät, die zu den modernsten Fakultäten gehört, dient der Entwicklung neuer Technologien für die Zukunft. Das Internet der Dienste, Cloud Computing, Datensicherung, Interactive Visual Computing stehen für zahlreiche Forschungsfelder, die der Lehre neue Impulse geben.

Seit ihrer Gründung war und ist die Technische Universität Dresden stets Schrittmacher technischen und wissenschaftlichen Fortschritts, eine wichtige Quelle technischer und kultureller Innovationen.

Die TUD ist eine der größten Technischen Universitäten in Deutschland und eine der führenden und dynamischsten deutschen Hochschulen. Mit 17 Fakultäten in fünf Bereichen offeriert sie ein weitgefächertes Angebot aus 124 Studiengängen und deckt ein breites Forschungs-Spektrum ab. Ihre Schwerpunkte Biomedizin und Bioengineering, Materialwissenschaften, Informationstechnik und Mikroelektronik, Energie und Umwelt sowie Kultur und gesellschaftlicher Wandel gelten bundes- und europaweit als vorbildlich.

Zwei Faktoren fördern die Funktion der Universität als Ferment des Wandels: Als Sensor für den zukünftigen Bedarf wissenschaftlicher und technischer Innovationen erfasst sie immer neue Themen, um Forschung, Lehre und Dienstleistungen der Hochschule bedarfsgerecht weiterzuentwickeln. Als Motor beschleunigt sie die Anwendung wissenschaftlicher Kenntnisse in mittleren und kleineren Unternehmen.

Die kreative Kombination von Forschung und Praxis - Projekten profiliert die Technische Universität Dresden zunehmend als Kern der wissenschaftlichen und wirtschaftlichen Innovation in Sachsen. Die Technische Universität Dresden fördert intensiv das internationale Austauschen von Wissenschaften und unterstützt die internationale Zusammenarbeit.

Die Technische Universität Dresden geht neue Wege und entwickelt neue Ideen und Innovationen.

Seit mehr als 100 Jahren werden in Ilmenau Ingenieure ausgebildet. 1953 wurde in Ilmenau das erste Institut für Elektromedizin Europas gegründet. Kräftige Impulse gehen heute von der Universität auf die Region aus.

Die meisten Gebäude und Einrichtungen der Universität Ilmenau liegen auf einem Campus am Rande der Stadt. Der Hochschulsport und die Mittelgebirgslandschaft bieten Erholung und Entspannung. Sehr interessant und vielseitig ist die von den Studenten selbst gestaltete kulturelle Szene.

Lehre und Forschung an der Technischen Universität Ilmenau konzentriert sich auf ressourcenschonende Energietechnik, gesellschaftsförderliche Informations- und Kommunikationstechnik, umweltverträgliche Technik, was den heutigen Forderungen entspricht.

Maschinenbau und Feinwerktechnik haben in Ilmenau eine lange Tradition. Im Jahr 1955 wurde die Fakultät für Feinmechanik und Optik gegründet, aus der 1990 die heutige Fakultät für Maschinenbau hervorging. Die Fakultät für Maschinenbau ist durch ihr feinwerktechnisch-optisch-elektronisches Profil geprägt. Eine interdisziplinäre und fakultätsübergreifende Zusammenarbeit sowie die Bündelung der Kompetenzen zu international wettbewerbsfähigen Forschungsschwerpunkten wirken sich auch auf eine moderne Lehre in den Studiengängen Fahrzeugtechnik, Maschinenbau, Mechatronik und Optische Systemtechnik aus.

Die TU Ilmenau versteht sich als forschungsstarke Universität, die sich der Grundlagenforschung und der angewandten Forschung in ausgewiesenen Bereichen verpflichtet fühlt, Forschungsleistungen auf höchstem nationalen und internationalen Niveau erbringt sowie die Interdisziplinarität und fakultätsübergreifende Zusammenarbeit in Forschung und Lehre fördert. Sie ist sich der gesellschaftlichen Rahmenbedingungen sowie ihrer Rolle als Innovationstreiber für die Region bewusst. Im Einklang mit ihrem Leitbild besteht

ein grundlegendes Ziel der TU Ilmenau im Ausbau eines attraktiven, international anerkannten Forschungsstandortes.

Die Technischen Universitäten in Deutschland genießen aufgrund ihres hohen wissenschaftlichen Niveaus, ihrer weit hineinreichenden Innovationen Wirkung und der großen Studentenzahlen allseits Anerkennung.

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ИННОВАЦИИ В АРХИТЕКТУРЕ: СВЕРХПРОЧНЫЕ МАТЕРИАЛЫ

INNOVATIONS IN ARCHITECTURE: HEAVY-DUTY MATERIALS

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The modern world is changing at an incredible rate. Every day something new appears on our planet, scientific discoveries occur. Such innovations are typical for many areas of our life. It is not surprising that architecture is no exception in this aspect.

We may not be aware of things that happen outside of our field of vision. However, architecture is very closely connected with our daily life: in the designed and erected buildings we are born, study, work, die. However, not all people understand what exactly is hidden behind beautiful facades. This is the relevance of this study. The innovations of modern architecture are often hidden inside the building. Heavy-duty materials allow great architects to realize their most incredible ideas.

The purpose of this study is to highlight one of the most important, but little-known innovations in modern architecture – heavy-duty materials.

The set goal defined the main tasks. First of all, it is necessary to understand what heavy-duty materials are and what is their uniqueness. In addition, within the framework of this study, it is necessary to get acquainted with the types of heavy-duty materials and ways of their application.

The basis of the creation of heavy-duty materials is the modern idea of the distortion of atomic crystal lattices. The main goal of research in this direction is

to create durable, heat-resistant, wear-resistant materials with a complex structure with high performance characteristics [1].

In addition, there are a number of other important factors related to the economy. These include practicality. Heavy-duty materials should not be very difficult to produce, as the colossal costs of time, energy and resources will affect production in the future. Buildings made of such materials will be erected for a very long time, and the cost of such structures will be overstated [2].

It is for this reason that scientists are currently working on simplifying the production process of heavy-duty materials. High speed in the construction of buildings will save a lot of time and money. As a result, in the near future we will be able to find a practical and rational approach to architecture.

Now let's figure out which heavy-duty materials we can work with at this stage. One of these materials is graphene. Super-strong and thin graphene seems to be a fantastic material of the future, but it is changing our lives right now. Graphene is added to concrete, paint, textiles.

Graphene is two hundred times stronger than steel, so it is also used in construction. So, if you include graphene in the composition of steel structures, they will not only become stronger, but also lighter. And the addition of graphene to concrete makes the resulting composite material twice as strong and increases its water resistance four times. According to scientists, the development will reduce the volume of materials needed for the production of concrete by almost 50%, which will lead to savings and reduce greenhouse gas emissions.

At the same time, concrete with graphene is no longer laboratory experiments, it can be found in the real world. Graphenano Smart Materials has produced graphene panels for the cladding of a house in Dubai – they remove heat better than traditional materials. In addition, the strength of the new material increases: the manufacturer assures that the service life of buildings made of "graphene concrete" is 50% higher [3].

GrapheneCA has developed its own version of graphene additives in concrete, which was used in the construction of the expocentre in Mexico. Due to the increased anti-corrosion properties, the material will be especially in demand in regions with a humid climate.

Graphene in the architecture of the future can become much more than just a building material. In the future, he will turn each building into a small power plant that will generate electricity and share it with neighbors.

The Hydra Skyscraper project participated in the eVolo Skyscraper Competition back in 2011 – shortly after Geim and Novoselov received their Nobel Prize for graphene. Serbian architects decided to use the superconducting ability of the new material to the maximum: according to their idea, the graphene shell of the spire should collect electrical discharges during lightning strikes, directing them to batteries at the base of the tower. By the way, thanks to

graphene, electrical wiring and even information screens can be applied directly to the surface of buildings, which will radically change the appearance of cities.

Graphene is even able to improve the environment. Scientists have developed a graphene solution that absorbs nitrogen oxide from the air, and does it 70% more efficiently than existing methods. Buildings treated with such a composition will help, if not rid cities of harmful emissions, then at least make the air cleaner.

The creators of the Heal-Berg project went even further: they want to build a skyscraper entirely from three-dimensional graphene obtained by separating carbon from carbon dioxide. The building itself will also recycle carbon dioxide, thus fighting climate change. Seawater will be used to cool the skyscraper, and the authors propose to obtain energy in two ways – using wind turbines and due to the difference in salinity of water.

Along with graphene, a carbon derivative product, carbon nanotubes, has gained great popularity. Their enormous strength, together with their low mass, can make it possible to create heavy-duty buildings and structures, replacing not only reinforcing elements, but even, with proper modifications and progress, enclosing structures. The structure of nanotubes is such that, without great difficulties, already at the current stage of progress, we are able to create complex multilayer structures from this material that surpass steel and other basic materials in all characteristics, are outdated and do not have much potential [4].

Western studies show that their introduction as a modifier into concrete gives the latter electrical conductivity, heat resistance and increased strength. Adding up to 0.01% of nanotubes to the material significantly changes its properties. Tests on drilling and abrasion of materials modified with nanotubes conducted in Europe have shown that single-walled carbon nanotubes do not leave the matrix of the material when it is mechanically damaged.

Another find for designers and architects was light-conducting concrete. There is not a single similar material, the external attractiveness of which will be comparable to it in strength and durability.

The Hungarian architect Aron Loshonzi was the first to combine concrete with optical fiber. He patented the resulting light-conducting "translucent" building material under the name litracon. The whole secret of the litracone is in the connection of a fine-grained cement mass with small fiber-optic filaments-tubes that are used in telecommunications networks. If the proportion of these threads does not exceed 5% of the total mass, then the properties of the material remain comparable to light concrete, without much loss in strength and durability. The first Hungarian sample was obtained back in 2001 and in 15 years the new technology has spread all over the world [5].

In conclusion of this study, the following conclusion can be made: heavy-duty materials play a very important role in the development of modern

architecture. A strong and durable frame allows you to bring to life at first glance incredible futuristic buildings [6]. However, at this stage of development, we still face some problems. The difficulty lies in the narrow focus of application and the difficulty of obtaining some of them. Currently, scientists are actively studying the properties and looking for ways to use materials more widely, because thanks to them we can improve architecture and solve global environmental problems.

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ДИСТАНЦИОННОЕ ОБУЧЕНИЕ В СОВРЕМЕННОМ МИРЕ

DISTANCE LEARNING IN THE MODERN WORLD

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Since 2020 distance education has become very popular in different countries because of COVID-19. However, it appeared long before that. In this article we'll consider the issue of distance education in different countries.

Distance learning in the USA.

Distance learning in the United States of America was originated in the late 1980s at the National Technological University.

The United States Distance Learning Association was founded in 1987 in the United States. But then the system was more intended for people with disabilities.

Now homeschooling is popular among different families. Anyone who does not want their children to attend classes in person can teach them at home, including using the Internet. There is a portal K12 International Academy, where anyone can get a certificate of complete secondary education, studying at distance education in the United States.

On this site the guys participate in webinars, video lectures, round tables. Classes are held on weekdays. At the end of the course, the traditional final exams (SAT) are taken.

Distance learning in the UK. In Britain, there are accredited online schools that provide comprehensive education. Basically, these are Secondary School and Sixth Form - middle and high schools, but there are also those where children study starting from Primary (primary). The market leaders are InterHigh, Tute, Briteschool, First College and Net-School. Online schools in the UK are divided into private and public. In the latter subjects of the queen can study for free.

Lessons in British online schools are held in the morning on weekdays. During the classes, the children can ask questions to the teachers, either by text message or using a microphone. The same subjects from the national curriculum are taught as in the traditional school. The exception is chemistry, as it can be dangerous to conduct laboratory experiments without equipment and expert supervision.

Distance learning students in the UK take all the necessary exams (for example, GCSEs - an analogue of our OGE, and A-Levels - an analogue of the Unified State Examination), and then receive a state-recognized certificate.

Distance learning in Canada. Canadian families love to study online: there are many virtual schools that provide primary and secondary education.

Contact North is a Canadian distance education organization. Thanks to its work, more than four million Canadians in remote corners of the country study at schools and universities without leaving their homes.

Higher education institutions treat both traditional students and homeschooled students equally. If the distance learning institution is accredited, a high school diploma obtained online is treated the same as a high school diploma.

Distance learning in Israel. Many religious families in Israel prefer homeschooling. Therefore, distance schools arose there as an alternative to traditional ones. To study at home, you need to pass regular checks. An education officer visits Israeli homeschoolers about once a year and evaluates the child's development.

The educational authorities of Israel are very demanding on the socialization and knowledge of the child. But if the children are enrolled in a remote school where they study according to approved plans and attend offline meetings with other students, the officer will be friendlier.

Distance learning in France. French children start school at 6 and finish school at 18. Distance learning is possible at any age. Distance learning began to develop in France in the first half of the twentieth century. There is a National Center for Distance Education CNED. It offers training and education in various institutions. According to statistics, now more than 300,000 people from all over the world study at CNED every year.

Distance learning in Australia. Many Australian families live in remote, sparsely populated regions where there is no traditional school. Sometimes the nearest school is hundreds of miles from home, and then homeschooling is the only way to get an education.

In 1951, the School of the Air ("School on the Radio") was created in Australia - a kind of distance learning system. Lessons corresponding to the curriculum of primary and secondary schools were broadcast at set hours on the radio. Each student was assigned their own radio wave. Radio has now been replaced by Internet technology.

In order to receive education remotely, you need to enroll to the contingent of the school. The selected educational institution undertakes to regularly send educational materials, including instructions for assignments and grade codifiers. Distance learning curricula are fully consistent with the Australian national program. Each student is assigned a teacher with whom they can communicate via Skype, phone or email.

Distance learning in Russia. In our country, there are about 15 online schools that allow you to get secondary education remotely. One of the market leaders is Foxford External and Home School. The peculiarity of this online school is that children are laid individual educational routes, and the teaching staff is represented by teachers from Moscow State University, Moscow Institute of Physics and Technology, Higher School of Economics and other leading universities.

Universities abroad that allow you to study online.

1. Johns Hopkins University. The university offers online studies in social sciences, business, engineering, computer science, medicine, and more. This variety of offerings makes it possible to more effectively teach both American and international students.

2. Northwestern University. It is a private research university that develops new ideas to create an inclusive educational environment. The university also works closely with more than a hundred research institutes, which provides amazing opportunities for students to become part of an exciting process of writing various term papers. Here you can get online education in the field of health.

3. UCLA. UCLA prides itself on its commitment to free access to information, free debate, and mutual respect and tolerance. The university cooperates with 290 medical research centers and institutes. Here you can get a distance higher education in engineering and technical specialties.

4. New York University. This university has been innovating in education since 1831, helping students gain a global vision of the world. The university was conceived as an institution with a democratic spirit, meeting the requirements of the American commercial culture. Here you can get online education and a diploma in areas such as business and management, computer science, engineering, and more.

5. University of Texas at Austin. The university promotes a culture of purpose, ambition and leadership. Thanks to the development of these qualities, students are subsequently capable of outstanding achievements. The University aims to provide students and graduates with the opportunity to get into lucrative positions through industry partnerships. The university offers online education in engineering and technical specialties.

6. Georgia Institute of Technology. It is a prestigious public college and a leading research university in the United States. It provides online degrees in engineering, science, and computer science. Girls can safely choose this university, because it issues more diplomas to the fair sex than other similar institutions.

7. Boston University. As one of the largest non-profit universities in the United States, Boston University has managed to create a robust online learning

environment for higher education. It offers a wide range of online graduate programs, diplomas and professional certificates as a lay student.

Boston University has received the Sloan Consortium Award for Excellence in Online Education and the American Distance Learning Association Award for Best Practices for the 21st Century.

8. Ohio State University. Since its founding in 1870, Ohio State University has been a place of research and innovation. Friendships develop between students, but the spirit of competition is still present, and the university is proud of it. The most widely represented areas of research at the university are environmental and social responsibility, agriculture and health. Online courses in medicine, business, education and social sciences are also very popular here.

9. University of Maryland. It is one of the most respected public research universities in the US. It maintains longstanding partnerships with government and business to deliver research that translates into usable innovation. Here you can get a degree in engineering, computer science and medicine.

10 University of Pittsburgh. The University of Pittsburgh is proud of its history of research that has changed society and led to the victory over polio, the development of television and flight. In addition to offering high quality online programs in a wide range of fields, the university has the resources to help graduates and students succeed.

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ПОЛЬЗА БОЛЬШИХ ДАННЫХ ДЛЯ ПРОДВИЖЕНИЯ БИЗНЕСА

**THE BENEFITS OF BIG DATA USEFUL FOR BUSINESS
PROMOTION**

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Computer technologies in the modern world occupy an increasingly significant place, coming into all spheres of human activity. Digital marketing is one of the areas where these technologies are widely applied.

In this article we will consider one of the most actively developing modern areas - big data. It is worth explaining what “big data” means: extremely large data sets that may be analyzed computationally to reveal patterns, trends, and associations, especially relating to human behavior and interactions [1].

For a deeper understanding of the topic the methods of collecting big data should be mentioned. The most obvious of them is getting information directly from the client. This type of information includes contact phone numbers, address, name, etc. Usually, this information can be obtained when a customer places an order in an online store. A related method of collection is a questionnaire. The company can directly ask the client subjective questions that will help in profiling him. Regular loyalty programs also have a very large potential. Every time presenting a bonus card at the time of purchase, the client helps the company to create an image of their own habits and preferences. Data usage provided by other companies is also widespread. Third-party companies that sell data most often have their own sources for collecting structured and unstructured data. We will also note the actions of users in social networks. In addition, there are other data sources such as cookies, email tracking, satellite images [2].

Collecting data from various sources brings with it some inconveniences. This complexity is due to the fact that customer data is aggregated by various services, and companies using this big data array need time to bring the collected information into a uniform form. This negatively affects the effectiveness of promotion, since the faster the collected data is used, the more accurate the impact on a potential client will be. To solve this problem, there is a type of software called Customer Data Management. The use of this technology allows you to link all customer data into a single account, which reduces the time taken to process incoming information [3].

A fair question may arise: how big data can be classified. Currently it is customary to distinguish three main types of big data used in marketing, which are: customer, financial, operational [4]. Customer data contains the user's search queries, his purchasing behavior. This information helps marketers to understand the target audience much better. Financial data is the cornerstone for performance measurements, and they are also used for the most effective competition. Operational data sheds light on the processes taking place in the company, which leads to lower costs and improved business productivity.

Big data has changed the approach of marketers to achieve the main goal of marketing activities - the successful promotion of a product or service. Here it is worth moving on to a more detailed description of the benefits that appear for business when using big data.

The first one of them is to improve customer engagement. The use of big data, cloud computing, and other suitable software leads to the fact that, regardless of the industry or the scale of the business, information that allows you to better

know the preferences of customers becomes available. This type of data is especially important in increasing customer engagement, understanding his attitude to someone's brand, and the ways consumers choose to interact with the brand. All this is extremely important for choosing a digital marketing strategy. This approach also allows you to increase customer loyalty. Customer analytics helps companies outperform competitors in retaining and attracting customers. This is facilitated by detailed and accurate data collection, followed by analysis. Thus, the business can predict what will be in demand. Sometimes big data helps to identify potential customers to whom companies can target their promotion.

Speaking of the search for the target audience, to which information on promotion can be directed, one can note the significant role of big data. Campaigns on social media and other channels are becoming one of the most valuable promotional tactics for businesses. They are designed in such a way that everyone can participate in them through social media accounts. With big data being collected from social media, marketers can track trends and tailor their promotion strategies. Big data provides a fairly broad idea of which communication channel is the most effective. The business seeks to use this information to tailor its sales activities. Moreover, based on the analysis of big data, companies can completely avoid certain ways of advertising, focusing on completely unexpected sites.

The second point is the performance of the company. An example of how big data is used to optimize company performance is marketing automation. One of the components of automation and computerization of marketing can be called programs for sending advertising information by e-mail. Sharing existing information about existing customers has also become much easier thanks to automation. Another way to optimize the company's work can be considered the creation of promotion campaigns based on customer buying patterns, their behavior, and so on. Using all available data, such as social media activity, website browsing history, emails, and other unstructured information, companies can avoid wasting power on promotion campaigns that may not bring significant results. Today it becomes possible to optimize operations in organizations without losing the bottom line.

The third useful direction of big data in business is to increase sales. In general, marketing is just about increasing sales, and big data helps companies achieve the desired result. Information about the payment methods of customers, the frequency of orders, the choice of products and services by them can help two areas of business development - sales and marketers in choosing the best approach.

Speaking of choosing the best approach to the consumer, one can note such a method as creating personalized offers. Online shopping provides more and more personalized customer data. Big data opens up great opportunities for

businesses to understand customer preferences, purchasing behavior, etc. This information allows you to recommend certain products to a strictly limited group of potential consumers. Also, using the collected data, you can predict the current and future needs of the client, determine seasonal purchases.

And finally, we would like to note the using of big data to create better platforms. All information collected about customers is often used to refine the algorithm of the platform. After all, big data helps to bring content, product or service directly into line with consumer expectations. Nowadays an individual approach to the client is considered important for running a successful business. This strategy uses big data to make the customer feel needed and important.

Big data is a promising technology for marketing and still an emerging area that will aid firms in building long-term competitiveness, offer more customized products and harness creativity and innovation. The technology is very useful for marketers in designing personalized products and delivering truly relevant and customized offerings.

Big data is designed to help transform data into actionable insights that are useful for predictive analyses and decision-making procedures, which is rather important for business development as well as promotion of a creativity and innovation culture.

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**РАЗВИТИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ
И ИХ ВЛИЯНИЕ НА ПРОФЕССИОНАЛЬНУЮ ДЕЯТЕЛЬНОСТЬ
В СОВРЕМЕННОМ ОБЩЕСТВЕ**

**THE INFORMATION TECHNOLOGIES DEVELOPMENT AND THEIR
IMPACT ON THE PROFESSIONAL ACTIVITY IN MODERN SOCIETY**

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Information technologies have become an integral part of modern society. They surround us everywhere and accompany us in our daily life. Thanks to them, people have access to the internet and social networks, and the opportunity to use products and services of information systems and technologies as well. The term “information technologies” in its modern meaning first appeared in the article published in the Harvard Business Review in 1958 [1]. Hence, it should be understood how quickly and more recently the global digitalization of society has occurred. Even our parents could not imagine at that time that the information search would be carried out in a few clicks, and communication would be simplified to SMS conversation from personal gadgets. However, in order to serve the existing variety of information resources and products, it was necessary to modernize professional activity in the IT-sphere, so it led to the emergence of new specialties and professional training to provide qualified personnel.

Today one can see the trend of growth of digital vacancies, and often demand is greater than supply and there are not enough IT specialists in some industries. All the IT professions that we know, such as programmer, software developer, data analyst, web designer, etc., have appeared as a result of the long-term digitalization of society.

The subject of the research in this article is the impact of information technology development on the professional employment in modern society. The research method is based on the collection and analysis of the relevant data from open sources.

The history of IT technologies development begins with the creation of the first universal digital computer by the English scientist Ch. Babbage in 1833. It was the prototype of a modern computer machine [2]. At that time, an English scientist and mathematician A. Lovelace was working on a description of the Charles Babbage's computer and compiled the world's first program for it in 1843, coining the terms 'cycle' and 'working cell' into use. She is known as the first programmer in history [3].

In the period between 1944-2014, a number of programming languages were created: Assembly Language, Shortcode, Autocode (family of programming languages), Fortran, Algol, Lisp, COBOL, Basic, Pascal, Smalltalk, C, SQL, Ada, C++, Objective-C, Perl, Haskell, Python, Visual Basic, Ruby, Java, PHP, JavaScript, C#, Scala, Groovy, Golang, Swift. Many of these high-level languages are still used today, for example, object-oriented languages as Object Pascal, C++, Java, C#, and others. [4].

Operating systems, games, applications, websites, neural networks, and so on are developed in programming languages. The labor market of the IT industry offers a large number of vacancies to specialists working in this field. According to the website of the largest Russian internet recruitment company 'Head Hunters' (hh.ru), the search shows the following number of vacancies for the most popular specialties (in Moscow): web designer – 207 vacancies, game developer – 237, full-stack developer – 242, IOS developer – 586, android developer – 717, information technology security specialist – 901, C# developer – 977, DevOps engineer – 1877, Python developer – 2175, 1C programmer – 3024. For instance, on October 5, 2022, on hh.ru more than 40263 programmer vacancies were posted. The results of 2021 included 1.7 million IT vacancies in Russia [5].

The profession of a web designer was born after appearance of the first web page in 1991. Until 1996, websites did not differ in the variety of interfaces: gray background, black text with colorful headings. The surge in the development of the web designer profession occurred in 2000-2007. That is when CSS technology appeared, which allowed creating a convenient and functional website interface, the design became more stylish and intuitive for users. After the first iPhones started being produced the use of mobile Internet has increased, and at the same time mobile versions of websites have been developed, which also had to be convenient and accessible to people. The interface of websites and mobile applications that we use are no longer able to do without the profession of a web designer [6].

Today few people have not heard about such an interesting industry as 'artificial intelligence' (AI). A person uses the achievements of this sphere without wondering – when it is necessary to use a voice assistant to find the desired information at the very moment, to get directions to a destination or use facial recognition technology, which has already applied in the subway, on the

smartphones. Artificial intelligence (AI) is a branch of science that officially had its status in 1956 at a summer seminar at Dartmouth College (Hanover, USA), which was organized by four American scientists: John McCarthy, Marvin Minsky, Nathaniel Rochester and Claude Shannon. The first scientific breakthroughs have begun since the 1960s: initially, so-called 'expert systems' were developed, which used a variety of criteria for interpreting and evaluating data. Then came ELIZA, a computer program that could communicate in English, and the first full-scale intelligent humanoid robot WABOT-1. Until the 2000s, the AI industry underwent a decline in development, but at the beginning of the 21st century it began to develop actively and now we are using the achievements of this direction in many areas of our life [7]. This led to the emergence of such a profession as Artificial Intelligence developer, robotics engineer, and the like. SkyMind Global Company calls the AI developer specialization one of the most popular in the world. The demand for specialists has increased by 32% since 2019, the trend will continue for several more years. The introduction of neural networks and artificial intelligence technologies has led to an acute shortage of specialists in this field in Russia. Experts predict the continuation of the personnel crisis, so the profession continues to be extremely in demand, especially in fin-tech, medicine and education [8].

With the advent of the digital space, which contains a huge amount of personal data, there are threats of hacking and leaks of this data. Cybersecurity (sometimes called computer security) is a set of methods and practices of protection against malicious attacks for computers, servers, mobile devices, electronic systems, networks and data. Cybersecurity finds application in a variety of fields, from the business sphere to mobile technologies [9]. A cybersecurity specialist is engaged in protecting automated systems, programs and networks from digital attacks. The demand for cybersecurity specialists in Russia increased by 47% in 2021 compared with 2020 [10]. The Atlas of New Professions highlights the appearance of such a profession as a cyber investigator (a specialist in the prosecution of cybercrimes) and indicates that the need for specialists of this kind will only grow [11].

Due to the information technologies development, the professional activity of society will be transformed and modernized for a long time, the emergence of new technologies will require qualified IT-personnel, and probably some more new IT professions will emerge as a reply to continuous evolution of technological foundations of society.

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**ОСОБЕННОСТИ СИСТЕМЫ ОБРАЗОВАНИЯ
В ВЫСШИХ УЧЕБНЫХ УЧРЕЖДЕНИЯХ ШВЕЙЦАРИИ**

**FEATURES OF THE EDUCATION SYSTEM IN HIGHER
EDUCATIONAL INSTITUTIONS IN SWITZERLAND**

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There is no unified national education system in Switzerland. The general structure is approximately the same: kindergarten, elementary school, secondary school and university (the terms of study coincide with Russian ones). The main advantage of the educational system in Switzerland is its flexibility and multilingualism: depending on the particular educational institution, the education system can be Anglo-American, French, German, Swiss or Italian.

Higher education in Switzerland is divided into university and vocational. Higher education of a non-university type is directly related to practice and production. In comparison with other countries, the programs of Swiss vocational universities provide a broader cultural outlook and concepts of related scientific disciplines, more gravitate towards university ones. In the sector of non-university higher education in Switzerland - technical, agrotechnical, commercial, construction specializations, training of educators, health workers, and so on. The duration of study is 3-6 years, depending on the specialty and degree. "Classic", traditional universities are located in Zurich, Bern, Lucerne, Basel, St. Gallen (German-speaking Switzerland), Geneva, Lausanne, Neuchâtel (French-speaking cantons), Fribourg. Five years ago, a university was established in the Italian-speaking canton of Ticino - L'Università della Svizzera italiana in Lugano. The largest university is in Zurich (20,000 students). The University of Lausanne has 10,000 students. These are universities where the Swiss study for free. Along with universities, there are two higher polytechnic schools - analogues of technical universities, where students study architecture and various engineering sciences. One of them is located in Lausanne (EPFL-Université de Lausanne), the other is in Zurich (ETHZ-Universität Zürich). In addition to universities and polytechnic schools, the Higher Specialized Schools (HES) also have the status of a higher educational institution, the law on which was adopted by the government on October 6, 1995. In accordance with this law, seven educational institutions were equated with universities. Their peculiarity lies in their high practical focus on a particular area of the national economy and public life.

The academic year in Switzerland consists of two semesters. The first semester starts in mid-late October and lasts until February-March. The second one starts in March-April and ends in June-July. There are no usual exam sessions in Swiss universities. Approximately one year after enrollment, the student must pass his first examination in the main subject ("first certificate"), and a year later - the second and main examination ("second certificate"). At the same time, he has to take care of passing exams in other subjects included in his personal list.

It is also worth mentioning that in Switzerland there are hospitality institutions that should be considered separately. Switzerland is a country where service has long become a science in which you can improve yourself up to a master's degree. This country is home to the world's best institutions of hotel management and tourism, as well as schools of sports management. Such educational institutions teach such specialties as tourism, management, marketing and finance in the hotel business, resort and entertainment complex management, spa hotel development, as well as event management, sports management. Hospitality management is already one of the most promising and highly profitable professions. And Switzerland is the Mecca of the hotel business.

Education in most institutions of tourism and hotel business is multi-stage, and depending on the duration and program of study, a student can receive a Swiss, American or British diploma in hospitality management, which gives the right to hold a managerial position not only in a hotel, but also in a restaurant, airline, in the resort complex, sports club.

An alternative to a "double diploma" can be a master's program, which is interesting not only for students, but also for those who are already studying at a Russian institute and working in the field of tourism and hotel business. Typically, obtaining a master's degree attracts those who feel a lack of knowledge necessary for further work and career advancement.

In addition, hospitality universities offer postgraduate programs and MBAs lasting about a year for those who already have higher education.

The main emphasis in the training is on the preparation of management for the best hotels and clubs in the world. But hotel management is a purely applied discipline. Therefore, practical training is required. From the first lesson, students are taught how to properly set the table, cut food, pour drinks, understand expensive wines and master all the tricks of working with VIP clients. The future manager must be able to do everything himself and know his brainchild in all details.

Also, in addition to applied disciplines, the compulsory program includes such subjects as sales and marketing, financial management, strategic planning and other business disciplines. In Switzerland, first of all, managers and managers are trained, which has already been mentioned earlier.

Particular attention is paid to the study of international law, information technology and, of course, foreign languages. Almost all inhabitants of Switzerland speak 2-3 foreign languages. Therefore, a person who knows only one language, according to our compatriots, does not feel like a professional in Switzerland. So, students will have to study a lot, talk a lot and communicate a lot.

The training program includes an annual paid internship for 4-6 months. Place of practice for a student is selected by a special distribution service, and the place of work can be found both in Switzerland and in another European country. A young specialist is issued an official work permit and is paid a salary of 2000 - 2,500 francs per month. This is a good income for a student, given that the average cost of living and food is 1,000 francs per month, and the internship makes it possible to compensate for part of the cost of education.

As mentioned earlier, Switzerland is known for business education. It is worth considering the features of business schools. Business schools in this country are well-deservedly popular. Here they offer not only MBA programs, but also undergraduate programs.

Students study such specialties as macro- and microeconomics, finance, integrated management, strategic management, international trade and finance, marketing. Undergraduate studies last from 2 to 4 years. However, the brevity of the programs is not at the expense quality of education: simply a student can shorten the duration of the program by refusing vacations, if required.

The average duration of MBA programs in Switzerland is 1 year. Students study both subjects directly related to business (economics, financial reporting, production management) and a number of psychological disciplines: negotiation, interpersonal communication, development of human resources. Consequently, students are comprehensively prepared for the role of leader.

Also, admission to a Swiss university has some peculiarities. Admission to a Swiss university has some peculiarities: not everyone can get a higher education in this country. This is due to both competition and cost.

Universities of the German part have higher requirements for applicants from Russia.

To enter the universities of Geneva, Lausanne and Neuchâtel it is enough: submit a certificate of secondary education with good grades (not lower than fours in all subjects); pass the unified exam for foreigners at a special admissions office based in Friborg.

Universities of the German-speaking part also require: the presence of at least four semesters of study at a Russian university.

The unified exam for foreign students is taken in Fribourg in September-October. You need to take 5 subjects: three compulsory (foreign language,

mathematics and history) and two optional (physics, chemistry, biology, geography or a second foreign language).

It is almost impossible for a foreign student to enroll in a medical faculty at a Swiss university: the profession of a doctor is so popular in the country that universities do not even accommodate all those who wish from among local citizens. In the specialties "Pharmacology", "Physiology" the number of places for foreign students is strictly limited, and foreigners are not taken to the dental and veterinary faculties at all.

Entrance requirements: Age 18 years; Enrollment Application; Copy of certificate or diploma; List of subjects studied with number of hours; Characteristic; Detailed autobiography.

Having at least \$20,000 in a bank account or a guarantee from a private person or company that they guarantee the payment of the required amount for tuition and accommodation.

And keep in mind that due to the lack of a unified educational program in specialties, universities in Switzerland do not have uniform criteria for assessing applicants, so each university decides for itself whether you have enough knowledge to enroll.

For admission to private universities of tourism and hospitality, you need to present a certificate and pass a test for knowledge of English as a foreign language TOEFL or IELTS. In addition, business schools in Switzerland may invite you for an interview or conduct an interview by phone.

Thus, the education system in higher education institutions in Switzerland varies. However, the main feature is the presence of a special specialization in the direction of business and management.

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ЭКОЛОГИЧЕСКОЕ ВОСПИТАНИЕ КАК ТРЕНД СОВРЕМЕННОГО ОБРАЗОВАНИЯ

L'ÉDUCATION ENVIRONNEMENTALE EN TANT QUE TENDANCE DE L'ÉDUCATION MODERN

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L'humanité a utilisé les ressources de la terre pendant une longue période de temps. Le développement de la technique a accéléré les taux de consommation et modifié la disponibilité de ces ressources à l'avenir. Malgré tout, les moyens de subsistance de l'homme dépendent toujours d'un environnement florissant.

Par conséquent, les sociétés du monde entier devraient acquérir des connaissances sur la façon de maintenir l'environnement dans un état sain afin de répondre à leurs besoins présent et futur. L'espèce humaine a dégradé les cours d'eau et les terres partout où elle l'habite [1].

Le processus de socialisation par lequel on assimile et on acquiert des compétences reçoit le nom d'éducation. Les méthodes éducatives supposent une prise de conscience culturelle et comportementale qui se matérialise en une série d'habiletés et de valeurs. On entend par environnement le milieu comprenant le paysage, la flore, la faune, l'air et les autres facteurs biotiques et abiotiques qui caractérisent un endroit donné.

Autrement dit, l'éducation environnementale consiste en formation orientée à l'enseignement du fonctionnement des milieux naturels afin que les êtres humains puissent s'y adapter sans nuire à la nature. Les personnes doivent apprendre à mener une vie durable tout en réduisant l'impact humain sur l'environnement et qui permette la subsistance de la planète.

L'éducation à l'environnement et au développement durable relève non seulement de plusieurs conceptions de l'environnement et de l'éducation. En effet, elle ne consiste pas simplement à intégrer au sein des programmes d'enseignement des contenus tels que le changement climatique, la pauvreté ou la consommation durable; elle génère des méthodes d'enseignement et des cadres d'apprentissage interactifs, centrés sur l'apprenant. Elle correspond à diverses pratiques et sous-domaines distincts qui ont tous pour objectif commun le développement d'une posture responsable vis-à-vis des enjeux socio-environnementaux [2].

L'éducation environnementale vise à instaurer une culture environnementale essentiellement dans le milieu scolaire, par le biais du renforcement de l'éducation environnementale au sein des programmes des trois niveaux d'enseignement (enseignement de base, enseignement secondaire et enseignement supérieur) et ce à travers:

Le renforcement des clubs d'environnement dans les institutions d'enseignement et les centres chargés de la formation des cadres et d'enseignement;

L'élaboration des documents pédagogiques et de moyens de communication nécessaires aux activités de l'éducation environnementale;

L'organisation, à l'intention des enfants, de concours pour l'élaboration de documents et la réalisation des dessins;

L'organisation de manifestations et d'activités environnementales diverses ainsi que des actions spécifiques menées avec le Ministère de l'Environnement.

L'éducation environnementale est une activité non systématisée qui se déroule au niveau des écoles primaires dans les clubs de l'environnement, c'est à dire dans le cadre des activités socioculturelles entreprises au sein de l'école [3].

Réduire la contamination, minimiser la génération des déchets, encourager les gens à recycler, éviter la surexploitation des ressources et garantir la survivance des autres espèces sont quelques-uns des objectifs de l'éducation environnementale.

Ce type d'éducation doit tenir compte des différentes dynamiques sociales, culturelles et économiques de la vie au sein d'une communauté. Le modèle de consommation et les méthodes de production ont généralement un impact direct sur l'écosystème et sont les principales questions qui doivent être modifiées pour parvenir au développement durable.

La conférence de l'ONU «Rio+20» (2012) a admis l'éducation écologique comme l'une des essociété du développement, dont la conception a été suggérée par la Commission internationale sur l'Environnement et le développement comme solution stratégique au problème de la crise écologique mondiale à la fin des années 1980. Dans certains pays européens, les stratégies nationales d'éducation écologique ont été développées. La Russie n'est pas non plus restée à l'écart et a signé l'accord de Bologne en septembre 2003.

En 2002, la loi fédérale №7-FL «sur la conservation de l'environnement», dans laquelle le processus de formation de la culture écologique à travers la mise en place du système d'universel et compréhensif (XIII). Les bases de l'enseignement des connaissances écologiques doivent être mises en œuvre dans les préétablissements ainsi que dans les établissements d'enseignement secondaire et supérieur sans dépendre de leur profil et de leurs formes institutionnelles (en. 72, par. 1). En 2012, le «développement écologique de la Fédération de Russie

pour la période allant jusqu'en 2030» a été affirmé, ou un ensemble de tâches liées à l'éducation écologique et à la formation de la culture écologique.

L'éducation environnementale fait partie des programmes pédagogiques des écoles, mais elle est également fomentée de manière informelle ou non systématisée moyennant des campagnes gouvernementales, des projets d'organisations civiles et des initiatives d'entreprises.

La formation de la culture écologique qui s'accomplit par la création d'un nouveau système de valeurs, le développement de la capacité de l'homme à comparer les besoins publics aux capacités de la nature, par la réorganisation de la vision du monde dans son ensemble, peut être considérée comme le but de l'éducation écologique. Il oriente les personnes dans le processus de leurs activités vers l'économie des ressources naturelles, la prévision des conséquences des impacts opogènes sur l'environnement, la recherche de la conservation de l'énergie, du fait que la connaissance écologique permet de rendre notre monde plus sûr et notre vie plus saine. La solution des problèmes écologiques et le maintien d'un environnement positif pour la vie humaine ne sont possibles que grâce à l'éducation écologique. L'établissement d'enseignement supérieur devrait être le noyau central dans le domaine de l'apprentissage continu, car le principe de l'interdisciplinarité est pleinement réalisé ici, ainsi que le lien entre les sciences techniques et humanitaires.

L'éducation écologique devrait contribuer à la formation de la pensée écologique des élèves qui comprend la reconnaissance de la place de l'homme dans la nature, la prise de conscience du problème de l'interaction entre l'homme et la biosphère, le choix de nouvelles orientations précieuses et des stratégies de gestion écologiquement responsable [4].

Compte tenu de tout ce qui précède, nous citerons des exemples réussis de mise en œuvre pratiques environnementales dans les universités. L'Université d'État russe Kossyguine, avec le soutien du gouvernement de Moscou, a créé le parc technologique pour enfants «Kossyguine Park», où les écoliers peuvent apprendre et maîtriser les techniques modernes de modélisation, de conception et de création de vêtements, ainsi que les matériaux de base pour elle.

La tâche principale du parc technologique pour enfants est de stimuler l'intérêt pour les domaines modernes de l'industrie de la mode et du design, d'impliquer les écoliers et les étudiants dans les industries créatives, de former une éco-pensée strictement systémique mais aussi créative. De nos jours, il y a des festivals environnementaux, des foires, des classes de maître qui visent à développer les zannies écologiques et la culture parmi les étudiants.

Dans le contexte de la pandémie de coronavirus, de jeunes scientifiques de l'Éco-laboratoire de l'université d'État Kossyguine ont mis au point un matériau pour la fabrication de combinaisons de protection jetables à base de fibres de Lin naturelles.

Tous ces exemples démontrent l'éducation environnementale en tant que tendance de l'éducation moderne. Il continue d'évoluer, de soulever des problèmes environnementaux, de développer la pensée créative et de trouver de nouvelles solutions.

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**АСПЕКТЫ ДИСТАНЦИОННОГО ОБУЧЕНИЯ
В СОВРЕМЕННЫХ УСЛОВИЯХ**

**ASPECTS OF DISTANCE LEARNING UNDER MODERN
CONDITIONS**

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The given article presents distance learning as much demanded type of learning nowadays. The authors describe its realization under modern conditions and consider its pros and cons.

There are different forms of learning. No doubt, we all got used to the classical model of face-to-face learning. But life makes its own changes. As is known, a new format of education appeared and occupied its niche. That new one is learning remotely, i.e. distance learning. More people are involved in this form of education. Distance learning is a form of education in which the interaction of a teacher and students, and students among themselves is carried out at a distance and reflects all the components inherent in the educational process (goals, content, methods, organizational forms, teaching aids) implemented by specific means of Internet technologies or other means. providing for interactivity [1]. In the

conditions caused by the global spread of coronavirus infection, the whole world was forced to urgently switch to a remote form of professional interaction. Distance learning can take many forms and be supported by various systems and applications. It can be called e-learning, blended learning or mobile learning. The main goal of distance learning is to facilitate the exchange of information, and also allows interaction and knowledge sharing between students at any time. And more, distance learning is compatible with other teaching methods and technologies, as distance learning can continue to support traditional learning tools. This type of interaction expands learning opportunities outside the walls of the university and removes some of the restrictions placed on learning, such as distance and space. Thanks to this fact, the educational community realized that distance learning has good prospects associated with the implementation of lifelong learning. Until recently, teachers only assumed the implementation of a possible transition to distance learning, affecting the entire educational space of the university. Therefore, the urgent task of this period was to adapt the educational process to modern conditions in such a way that the effectiveness of training as a whole would not be lost [2]. So, because of the -coronavirus problem, there was a need to create something new that would allow using this experience of conducting practical training sessions using various platforms (Google Meet, Teams, Discord, Zoom, etc.) in the format of remote work as a possible additional training tool interaction “teacher – student”. The urgency of introducing a distance learning format during the pandemic revealed, first of all, the unpreparedness of the education system to conduct classes in this format, despite the fact that many universities implement part of the programmes in the form of distance learning. This extraordinary transformation has resulted in various barriers to the introduction of distance learning, such as lack of the Internet access or appropriate equipment, lack of a quiet place to access computers, and problems accessing learning resources. The preference of teachers of traditional teaching and inertia towards change were also obstacles, there were also problems of a personal, social, technical, political and economic nature that higher education institutions had to face [3].

Somehow or other, but distance learning has significantly changed the educational process and contributed to the development of students' educational independence. Independence as a form of intellectual activity determines the development of planning skills, self-control and self-esteem. The development of these skills presupposes knowledge of the general rules of how to act in given situations of the educational process, and then in situations of the professional sphere. The educational independence of students by distance learning allows the transition to the individualization of learning, which ensures maximum involvement of students in the learning process, contributes to an increase in the level of motivation for learning. As it was already noted above, individualization

involves independent activity of the student, aimed at mastering knowledge. The student himself determines the time and speed of completing the tasks of methodological materials. However, if interactive training courses offer a level model for studying the material, then the methodological materials presented on the educational portal do not represent a strict gradation in terms of the level of study. Communication and collaboration are essential competencies not only for education, but also for professional success in the labour market in the future. All in all, we can assume the definite advantages of distance learning. They are the following.

1. Mass character. The number of people studying under the same programmes at the same university is determined only by the characteristics of communication equipment. It was mass and general accessibility that once became the motivation for the emergence of distance education.

2. Flexibility. Students do not need to attend regular classes. They have the opportunity to work at a convenient time for themselves, in a convenient place and at a convenient pace.

3. Modularity. Distance learning programmes are based on the modular principle. Each individual course creates a holistic view of a specific subject area. This allows a teacher to form a curriculum that meets individual or group principles from a set of independent courses – modules.

4. Economic efficiency. An average assessment of world educational systems shows that distance learning costs 50% cheaper than traditional forms. True, quite a few educational institutions offer distance education in its purest form and in all specialties.

5. The teacher's new role. A teacher has such functions as coordinating the cognitive process, adjusting the teaching course, advising in the preparation of an individual curriculum, increasing creative activity and qualifications in accordance with innovations and innovations.

6. Equality. Each person has equal educational opportunities regardless of place of residence, health status, elitism, and material security of the student.

For disadvantages we can highlight the following: the lack of full-time communication between the student and teacher; the need for strong self-discipline; the need for constant access to the Internet (in some cases it is not possible); the lack of frequent opportunity to express their knowledge in verbal form, the prevailing influence of the written basis of training; the lack of detailed curricula and courses; the lack of constant control over the student [4].

Thus, distance learning is a new form of education that provides a range of educational services to the general population in the country and abroad with the help of a specialized information and educational environment at any distance from educational institutions. The information and educational environment of distance education is a system-organized set of data transmission tools,

information resources, interaction protocols, hardware, software and organizational and methodological support, focused on meeting the educational needs of users. The organization of training and the strategy of interaction between students and the teacher are determined by the pedagogical technology that underlies the development of a distance course. In this way, distance education can be considered as an independent form of education in the 21st century, as well as an innovative component of full-time face-to-face learning.

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УДК 373

**ОРГАНИЗАЦИЯ ОПЫТНО-ЭКСПЕРИМЕНТАЛЬНОЙ РАБОТЫ
ПО ИСПОЛЬЗОВАНИЮ СЕТЕВЫХ СЛОВАРЕЙ**

**ORGANISATION OF EXPERIMENTAL WORK ON THE USE OF
ONLINE DICTIONARIES**

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The relevance of the topic under consideration is defined by a methodological necessity in the development of main principles and most effective methods in regard to teaching the Russian and English languages by means of online dictionaries, as well as in providing methodological recommendations for teaching school curriculum subjects on the basis of the

aforementioned dictionaries. The content of the present article reflects the author's first experience of organizing the search for a linguo-methodological solution.

In our research we rely upon the conceptual position of V.I. Blinov who suggests that the aim of education process transformation is to use potential didactic opportunities of digital technologies as fully as possible. The aim of digital technologies transformation is their best possible assistance in effectively achieving the set of pedagogical objectives [1, p. 5]. The following researchers tend to share similar views on the matter: V.A. Kalnei [2]; E.Yu. Levina [3]; A.S. Shkarednykh [4]; O.V. Boychenko [5]; O. V. Korshunova [6]; V.P. Maykova [7]; I.Yu. Gats [8, 9]; N.Sh. Kozlova [9]; G.V. Akhmetzhanova [10]. Contemporary scholars emphasize the link between the digitalization of education and usage of the full potential of digital technologies. In this context the role of interactive forms and methods of teaching is increasing, the ways of presenting educational materials are changing, new educational demands are being formed. Those researchers who claim that new digital technologies allow students to develop a set of social competencies essential within the framework of digital society are seen by us as trustworthy. Utilizing online dictionaries, we thus remain in the context of the current digital society and are able to confirm that electronic and computer dictionaries form a set of competencies.

The urge to discover possible ways of solving educational objectives while in class through digital technologies in order to implement interdisciplinary connections determined the research problem which is the interpretation of the characteristics and peculiarities of online dictionaries usage in teaching.

The purpose of the research is to substantiate the relevance of the problem of using digital dictionaries in teaching and to confirm the legitimacy of the chosen problem.

The theoretical method of the research is presented by the analysis of pedagogical, linguo-methodological and linguo-didactic literature. The collection of empirical data from such pedagogical websites as "Pedagogicheskiy sait", "Dlya pedagoga", "Pedologiya" [URL] was aimed at discovering information on using online dictionaries in classes of 'Philology' focus. The analysis of the sources used has shown that at present online dictionaries are not utilized in the school curriculum for the native and Russian languages, foreign and second foreign languages, literature and native literature.

In the course of the research on the implementation of interdisciplinary connections with the help of online dictionaries and their application as a means to form the linguoculturological competence of students, we conducted experimental work and accomplished a number of tasks set for achieving the aim of the research.

We have conducted a number of lessons at Moscow region schools: MEI-Gymnasium No. 15 in the city of Klin and MBEI Lyceum No. 3 named after Chief Marshal of aviation A. E. Golovanov in the city of Dzerzhinsky. In both schools, we executed an experiment in a laboratory environment, the purpose of which was to study the implementation of the use of online dictionaries in teaching the Russian and English languages and the effectiveness of the use of this technology regarding the linguoculturological competence building. The observation was carried out considering the course and content of Russian lessons in grades 5, 8 and 10 and English lessons in grades 5 and 10. During these lessons we had an opportunity to clearly observe how the lessons were being held: the work of a teacher, the work of students, technics and methods of conducting a lesson, means used by teachers in the learning process. The initial aim of such observation was to understand the validity of online dictionaries usage in teaching Russian and English, the methodology of teaching using ICT and the ways of implementing this method. The observation was carried in consideration of the course of a lesson, its stages, activities of a teacher and students, time allocation, context of a lesson, reaction of students to any kind of information, use of visual aids and ICT.

While attending 48 lessons of Russian and English we set the task to mark in a lesson report the didactic sections during which the use of a dictionary was required. It is worth mentioning that neither teachers nor students addressed online dictionaries for help concerning any linguistic, spelling, pronunciation or idiomatic related difficulties. Having observed the process of conducting lessons, we have ascertained that ICTs are not used in education process, teachers and students do not make use of traditional dictionaries as well as online ones. The students faced certain difficulties of lack of understanding regarding some educational moments that could have been solved with the help of online dictionaries, which each student had access to. This demonstrates that modern lessons do not meet the requirements of the FSES and in the learning process no regulatory UEA are formed. In this way we are allowed to conclude that the negative result of our observation of the course of lessons at schools underlines the relevance and problem of our research.

We have achieved the following results: 1) experimental work planned, defined and conducted; 2) during the work an interview of a teacher of the Russian language and literature and an English teacher carried out; 3) electronic educational resources, pedagogical websites, educational platforms (RES, MES), thematic talks at the largest international TED platform and Russian/English textbooks analyzed from the standpoint of presence or any mentioning of online dictionaries as a means of teaching.

The practical part of the research enabled us to confirm and prove that the use of online dictionaries in Russian and English lessons will be methodologically appropriate and will lead to the improvement of linguoculturological competences

of students provided that: firstly, online dictionaries focus on the formation of linguistic skills, taking into account interdisciplinary connections; secondly, a teacher relies on the considered principles of teaching students through online dictionaries and applies appropriate methodological recommendations.

Based on the results given, we state that the aim of the research has been achieved.

We see further advancement of our scientific research in developing a special module for students "Online dictionaries as a means of actualizing connections in the subject area of Philology" and in presenting specific linguo-methodological recommendations for teachers of Russian and English.

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ТЕНДЕНЦИИ В ВЫСШЕМ ОБРАЗОВАНИИ ЗА РУБЕЖОМ В НАПРАВЛЕНИИ IT

TRENDS IN HIGHER EDUCATION ABROAD IN IT-DIRECTION

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Education is a discipline that is concerned with methods of teaching and learning in schools or school-like environments. Education is designed to guide pupils in learning a culture, molding their behavior in the ways of adulthood, and directing them toward their eventual role in society [1]. One level of the education system is tertiary education. Higher education is education leading to the award of an academic degree. Higher education, also known as post-secondary education, third level or tertiary education, is an optional final step in formal learning after completion of secondary education. All educational programs are organized according to a program that contains a list of subjects (with a number of hours for each) that a student learns within his education program.

Every year, major and minor modifications are made to the programs of higher education institutions (HEIs): these can be radical changes, which are made to existing programs and/or programs for new courses, or small changes in certain topics or lessons. In various countries, as well as in various institutes and universities, there are often differences in the programs and disciplines that a student has to study as a part of his higher education. And that led me to a thought: what are the trends in development of education programs in IT-industry in the foreign system of higher education.

I have to analyze each of foreign well-known foreign institutes' disciplines, which are somehow attached to IT. It was relatively difficult, since the curricula differed in a large amount of text and lists from a simple table as in our curricula. To research the curriculum, I chose such foreign HEIs as: Cambridge University, Swiss Federal Institute of Technology Zurich (ETHZ) and Massachusetts Institute of Technology (MIT).

First one was Cambridge. While searching through their site for information, I found two different programs: Information and Communication Technology (ICT) 0983 [3] and Information and Communication Technology (ICT) 0417 [4]. They are both IGCSE, which stands for International General Certificate of Secondary Education [4]. By starting from reviewing what similar IT-disciplines these both programs have, I understood that one of them is a copy of another. The theoretical part of the curriculum prescribes everything that the student will take in accordance with the program. For example, the curriculum states that the candidate must be able to understand computer components, know and identify devices and software related to computers and laptops [5], the main characteristics of a computer system, types of computers, as well as the impact of new technologies [6]. These are interesting disciplines that are not taught in all ICT programs in Russian education, even in isolated cases, if the teacher does not forget about them under the context of: "You all use computers and you know this all too well." Also, when looking through the ICT curriculum at Cambridge, I noticed that they study such moments as: computers in medicine, in libraries, in the retail industry, not only in design.

Summarizing, we can say that the ICT training program at Cambridge consists of several Russian higher education programs, combining most of the topics that we have divided into certain areas: Information Systems and Technologies, Computer Science and Computing (CSC), Mechatronics and many others.

Next, let's consider with ETHZ. The popularity of the Bachelor of Computer Science program is 1.22% [7]. It's unique that many people like more Bachelor of Science than Bachelor of COMPUTER Science, but it's people's choice. As for the education system and curriculum, this program includes a system of credits – getting points/grades for completing courses/subjects,

successfully passing exams. Without credits, students would not be able to progress at the university, since credits are proof that you have passed all your exams and assignments [8]. The language of instruction at the beginning of the curriculum is German but starting from the second year, courses are increasingly taught in English [9]. It seems to me that this practice is original, but many foreign students (and for Zurich it can be assumed that English-speaking students are somehow foreign) that is why they do not choose this program or this university – not everyone knows German well-enough to study Computer Technology in a foreign language. This practice would be applicable to Russian higher education under the condition of a gradual transition to teaching in English, but then Universities should support a double degree, which is very unprofitable in the current political situation. As for the curriculum, it practically does not differ from ICT in Russia [10].

It was not by chance that I chose MIT as the last foreign institute - the Massachusetts Institute of Technology is considered The Number One Institute in training people in the IT-directions. But as I have been looking for a Bachelor's degree program in MIT for a long time, I almost failed. So let me tell you about two things: there are two degrees in MIT which have “Computer Science” in it: First one is Computer Science and Molecular Biology and the other one is Computer Science, Economics, and Data Science [12]. After a little immersion in each, then I will talk about the second program. According to the curriculum, the training will be conducted in a programming language such as Python [13], and basically there is a study of algorithms, statistics and machine learning. In Russia there is a similar program in HEIs. So the main trend is that students learn Python as programming language, and Python is one of the most popular and can be used not only for programs, but games, websites and many more [14].

In conclusion, I would like to say that many Institutes and Universities, although they try to standardize curricula, but each of them adds its specialization, modification to the educational program or completely changes it. Among these modifications are such as changing the programming language to a popular or specialized one (this is how Java Script (JS) and Php are taught for future frontend and backend web-developers, C# for many game-developers and ect.), combining programs or highlighting a specialty (web-development, data analysis, databases), learning in another language. Most likely in the future, most universities will create their own unified system where everyone will be able to choose their direction and the language they want to study.

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**АНАЛИЗ СОВРЕМЕННЫХ СИСТЕМ
ПРОМЫШЛЕННОГО КОНДИЦИОНИРОВАНИЯ**

**ANALYSIS OF MODERN INDUSTRIAL
AIR CONDITIONING SYSTEMS**

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Industrial air conditioners are used to service areas of more than 300 square meters. They are often installed in buildings where an individual microclimate is required for each room - in hotels, shopping centers, banks. Consider the main types of such air conditioners:

Central and rooftop air conditioners. Central air conditioners are multifunctional. They can be used as air conditioners, ventilation systems, air purifiers and humidifiers. They are called central because the air is processed in the central module, and then distributed through the air ducts to the premises. The

central air conditioner can serve several rooms or one large one - a theater hall, an indoor stadium, a production workshop. The installation of industrial air conditioners of this type and the laying of communications for them are characterized by increased complexity. If possible, it is better to choose a rooftop air conditioner that is easier to install. Unlike a central air conditioner that requires an external source of cooling, a rooftop air conditioner is a monobloc.

Features of the implementation: all equipment is supplied by one manufacturer, the design is carried out by highly qualified specialists, installation work is characterized by high labor intensity and requires a lot of time. Space is required for installing an outdoor unit (chiller, condensing unit or rooftop unit), central air conditioner, as well as for laying large-section main air ducts.

Operation features: service personnel required. The mode of operation of the system is determined centrally without considering individual requirements.

Chiller-fan Coil System. The “chiller-fan coil” system is different in that not a refrigerant is used inside the building, but water or antifreeze. The central refrigeration machine is called a chiller, and the heat exchangers in the rooms are called fan coil units. The system compares favorably with the fact that the maximum distance between the chiller and the fan coil unit is practically unlimited, water flows through ordinary pipes.

Implementation features: equipment is supplied by different manufacturers, a large number of additional equipment - pumps, heat exchangers, storage tanks, shut-off and control valves. The design is carried out by highly qualified specialists. Installation work is characterized by high labor intensity and requires a lot of time. A place is needed to install a chiller, condenser, hydronic module.

Operating features: Service personnel needed. The mode of operation is determined both centrally and individually.

Multi-zone air conditioning systems VRF and VRV. VRV and VRF are two names for the same industrial systems. Such a multi-zone air conditioning system includes up to 64 indoor units and from one to three outdoor ones. The maximum total length of interblock communications is 300m. The maximum height difference is 50m. For each indoor unit, you can set your own room temperature and provide an individual microclimate. The error of the set temperature in this case is only 0.5°C.

Implementation features: All equipment comes from the same manufacturer. The design is carried out by specialists with minimal training. Installation work is simplified and carried out quickly. Requires space to install outdoor units.

Operating features: does not require maintenance personnel. The mode of operation is determined individually.

A comparative analysis of the scope, ventilation possibilities, cost of use and energy consumption are shown in table 1.

Table 1 – Comparative analysis of industrial air conditioning systems

	Central and rooftop air conditioners	Chiller-fan coil systems	Multizone VRV and VRF systems
Areas of use	Shopping and sports complexes, theaters, cinema and concert halls, restaurants and cafes.	Administrative and office buildings, hotels, shopping malls.	Multifunctional buildings with increased requirements for the comfort of premises (class A offices, elite cottages, hotels, etc.)
Possibility of ventilation	Available. The ratio of outside and inside air is regulated in the mixing chamber.	Not available. For ventilation, an additional central air conditioner cooled from a chiller is usually used.	Not available. It is necessary to use a separate ventilation system or indoor units with the possibility of ventilation, for example, duct type.
Price	Low - 60 - 200 \$/sq.m.	Middle - 90 - 250 \$/sq.m.	High - 130 - 250 \$/sq.m.
Energy consumption	High - about 80 W/sq.m	Middle - about 60 W / sq.m	Low - about 35 W / sq.m (without compensation for heat gain from the ventilation system)

To fully understand the problem of selecting expensive industrial equipment for air conditioning and ventilation, engineering education and experience in this field are required.

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2. <https://vk-pik.ru/>
3. <http://rost-komfort.ru/promyshlennye-kondicionery>

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**ИЗУЧЕНИЕ ВЛИЯНИЯ ЦВЕТА ОДЕЖДЫ НА ЧЕЛОВЕКА
НА ЗАНЯТИЯХ В УНИВЕРСИТЕТЕ**

**STUDYING THE ASPECT OF CLOTHES COLOUR INFLUENCE ON A
PERSON IN CLASSES AT THE UNIVERSITY**

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The researches show that clothing together with its colour directly affect person's mood, attitude, and confidence [1]. Also, colour can enhance person's psychological state and improve his performance of tasks. People can achieve more when they feel they are dressed for the occasion. Overall, style, material, colour, and shape of clothing people wear can express different emotions. Particularly, colour is an emotional expression of any personality. It holds power to influence the person's audience feelings and behaviors directly. Colour of the person's clothes is a vehicle for meaning and sense. The aim of the given article is to highlight this issue in the educational framework. The task of the research is

to emphasize the fact that within the framework of the university programme, this aspect should be studied by students very carefully.

Every day people are faced with many symbols, images, objects that have different colours. For centuries, theorists have tried to understand the meaning given to different colours. History, rules and laws both forbade and required people to wear certain palettes. Colour was often used to indicate status. During the Tudor period, the English luxury laws forbade the wearing of crimson by anyone who held the title of “knight of the garter”. It was the most expensive to manufacture, and thus it was reserved for high-ranking individuals to flaunt their wealth. The relationship between the mood, character of a person and the colour of clothing which he prefers is of constant interest by scientists. Some of them are sure that the chosen colours in clothes by people can “say” a lot about any of us. Depending on the emotional state, the individual makes a choice in favor of one thing or another. Psychological, social, as well as physiological factors affect a person’s ability to understand colour combinations. Each colour in clothing has a special symbolic meaning that can evoke certain associations. Some researchers believe that the use of bright colours in clothing indicates a person’s low social status. Most successful people prefer noble, calm tones. They give the image of a person elegance and aristocracy. An example is a business suit, in which in most cases preference is given to various colours of gray and blue. Each colour has a special psychological significance. For example, black is a classic colour in the fashion industry [2]. Depending on the culture of the society, it can take on different meanings. For example, in Asian cultures it symbolizes career and knowledge, while in Japan it is a symbol of nobility. In Egypt and some other countries of the East, black is associated with the beginning of a new life and resurrection. In Europe, it is associated with power, high intelligence. An example is that in educational institutions, the robes of graduates are usually painted black. It is preferred by emotional, sensitive people who want to pay attention to their inner world. Harmonious images help to make a good impression. White colour means innocence, freedom and lightness. From a psychological point of view, it calms, has a positive effect and inspires optimism. For example, brides’ wedding dresses are traditionally white. This colour is appropriate to choose for special occasions, as it creates a festive mood. People who use white in their wardrobe tend to have such characteristics as neatness, punctuality, openness. Brown is considered to be a symbol of reliability and stability. It demonstrates complete self-confidence. It is able to inspire disposition and trust in the interlocutor. Psychologists recommend choosing clothes in brown colour for a job interview or for business meetings. Brown colour testifies to the calmness of a person, inner harmony, wisdom, stability. Then blue. Blue is a symbol of trust and peace. It promotes relaxation, helps to distract from problems. This colour is preferred by kind, balanced, generous people. Green is a symbol of aristocracy, nobility,

lightness. It is very comfortable for visual perception. People who prefer green colour are characterized by balance, decency, thriftiness. They try to avoid conflicts, get along well with the people around them. Green colour is able to improve mood, eliminate manifestations of aggression. Yellow is a symbol of happiness, courage and intelligence. Scientists have found that it is able to cheer up, increase metabolism. It is worth considering that in combination with black, it can cause a feeling of danger. Yellow color in clothes is preferred by adventurous, creative people. It gives vivacity, improves memory and increases stamina. Red is the colour of passion. It captures attention and disturbs us at the same time. The psychology of colour associates it with love, joy, and also with urgency and surprise. It is impossible not to notice him. For example, we cannot help but pay attention to red lipstick or a red pen in a notebook. Purple is the colour of mystery and something unusual. The psychology of colour associates it with luxury and religion. Purple objects and things intrigue and attract us. This colour is preferred by people who love to fantasize, ambitious and conceited. Gray symbolizes old age, modesty and simplicity. It is preferred by calm people who love stability. It is believed that this colour has a relaxing effect on the psyche, helps to streamline thoughts [3].

So, why is colour study important for students? Colours help learners increase their attention levels on certain information, the information which might help them in their profession in future. And more, such information can be transferred to short-term and long-term memories, thus increasing their chance of memorizing important things [4]. In order to know whether it is important or not, a survey was conducted among students by using a questionnaire. The research base was the Russian State University named after A.N. Kosygin among the students at the age of 18-21. The number of the participants was 50 people. The research method was a quantitative one which allowed to collect the necessary amount of information in a short time. Also, this method allowed to obtain and systematize information about the necessary facts. The questionnaire included 20 questions but for the given article only three points are of great importance. Surely, they are about the colours. The students were asked:

1) what are the colour tones which prevail in your wardrobe? a) bright colors predominate; b) dark shades predominate; c) light shades prevail.

2) Do you like to experiment with clothes and colours? a) rather yes; b) rather not.

3) Do you change your clothes depending on the events, business meetings, and seasons? a) there are different clothes for every event and season; b) I can wear the same clothes for 2 seasons in a row (for example, wear summer clothes in autumn) and for definite events; c) I wear the same clothes all seasons and events.

According with the results of the questionnaire, the majority of students, namely 63% of those surveyed, really think about the colour of their clothes. While other respondents never pay attention to colour and the importance of it. They prefer the convenience and quality of clothes and they are indifferent to colour. They choose the colour of clothes intuitively, which depends on their current psychological state.

There is no doubt that colour can play a significant role in our life. It is really important to know the clothes colour influence on different spheres of life as colour of our clothing serves as a signal to others, it tells them who we are. And more, it is a powerful tool for communication. If you know how to use the psychology of colours, then you can competently compose images in order to feel comfortable and evoke positive emotions in the people around you. So, it is necessary to know this aspect for students as they are going to be good professionals in future.

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РОЛЬ СОЦИАЛЬНОЙ ИНЖЕНЕРИИ В ФОРМИРОВАНИИ ИНФОРМАЦИОННОЙ КУЛЬТУРЫ И КИБЕРБЕЗОПАСНОСТИ

LE RÔLE D'INGÉNIERIE SOCIALE DANS LA FORMATION DE LA CULTURE INFORMATIQUE ET LA CYBERSÉCURITÉ

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Qu'est-ce que l'Ingénierie sociale? Dans le contexte de la sécurité de l'information, L'Ingénierie sociale est une technique utilisée par les cybercriminels pour manipuler des informations sensibles en trompant des personnes. Si vous ouvrez des liens et des courriels suspects ou si vous divulguez vos informations personnelles dans des courriels, vous pourriez être victime d'Ingénierie sociale. Les pirates utilisent des pratiques trompeuses pour obtenir coordonnées bancaires, les mots de passe, et autres informations personnelles de leurs cibles. En termes simples, l'Ingénierie sociale est basée sur la manipulation pour atteindre un objectif, bon ou mauvais, qui vous nuit souvent. Le terme "Ingénierie sociale" est aujourd'hui davantage associé à la cybersécurité, bien que ce principe soit utilisé depuis le 19ème siècle.

Il est difficile de se défendre contre l'Ingénierie sociale, parce que la nature humaine est imprévisible, on ne sait pas qui va tomber sous l'attaque des cybercriminels. Les cybercriminels attaquent la victime par surprise lorsqu'ils sont inattentifs. Les pirates étudient attentivement leur cible. Tout d'abord, il s'agit d'un examen approfondi de leurs pages de médias sociaux à la recherche de toute information personnelle dont ils pourraient bénéficier, y compris les adresses e-mail, leur date de naissance, leurs numéros de téléphone et les lieux qu'ils fréquentent.

Regardons les types d'ingénierie sociale. Il existe 5 types d'Ingénierie sociale les plus courants: Spear phishing; Appâtage; Pretexting; pollupostage par contact; Quid Pro Quo; Parlons de chacune de ces types plus en détail.

Les Pirates informatiques qui utilisent cette méthode collectent des informations sur les réseaux sociaux pour rendre leurs e-mails malveillants plus réalistes et personnalisés, augmentant ainsi la confiance et la sensibilité de la victime. Pour rendre leurs attaques encore plus réalistes, les pirates se présentent comme un ami, un collègue ou une entreprise liée à la victime. Par exemple, un cybercriminel peut se faire passer pour un représentant d'une banque et demander

des informations dont il a besoin. Ils peuvent utiliser le logo officiel pour faire croire à la victime qu'il s'agit d'un véritable message.

Un véritable appât physique est utilisé comme appât. Par exemple, un pirate informatique peut laisser une clé USB contenant un virus sur le bureau de la victime dans le but que la victime le connecte à son ordinateur. Les pirates informatiques peuvent marquer une clé USB comme «importante» ou «confidentielle» pour augmenter les chances d'attraper une victime.

La préposition est d'attirer l'attention de la victime à l'aide d'une préposition. Un pirate informatique pour commettre une attaque oblige à s'intéresser à la lettre. Ce type d'Ingénierie sociale se manifeste, par exemple, lorsqu'une lettre vous promet une grosse somme d'argent après avoir fourni les données d'une carte bancaire. En conséquence, vous ne recevez pas le montant promis et perdez des fonds de votre compte.

Spam par contacts est le type le plus commun et dangereux de l'Ingénierie sociale, peut-être. Comme son nom l'indique, les pirates envoient du spam à tous les contacts de leur victime. Ces e-mails semblent plus réalistes pour les destinataires car ils sont envoyés à partir du contact de la victime, ce qui augmente les chances de tomber dans le piège. Il est également important que l'e-mail ne tombe pas dans le dossier "spam", mais sera immédiatement chez le destinataire.

Quid Pro Quo («quelque chose contre quelque chose»). C'est un type d'Ingénierie sociale basé sur l'échange de services entre un pirate informatique et sa victime innocente. Habituellement, les pirates se font passer pour des professionnels de l'informatique et vous demandent vos informations de connexion pour effectuer, par exemple, un contrôle de sécurité ou un autre service. Ils vous demandent de désactiver le programme antivirus et d'installer un fichier qui leur donne accès à votre ordinateur et, par conséquent, ils ont la possibilité de vous installer un logiciel malveillant pour obtenir des données et le piratage.

Nous avons maintenant compris les principaux types de "cyberattaques". Maintenant, il est important de comprendre la question de savoir comment se protéger contre l'Ingénierie sociale. Récemment, en Russie, avec l'aide de l'Ingénierie sociale, et en particulier le phishing, deux banques ont été piratées et plus de 60 millions de roubles ont été volés.

La principale façon de se protéger contre les techniques d'Ingénierie sociale est d'éduquer les gens. Tous les résidents doivent être avertis des dangers de la divulgation d'informations personnelles, ainsi que des moyens de prévenir les fuites de données. Vous devez toujours vous méfier des messages d'étrangers, en particulier ceux qui contiennent des liens abrégés ou d'autres pièces jointes suspectes. Ne travaillez pas avec des informations importantes devant des étrangers. Utilisez des mots de passe différents et complexes et installez antivirus. Il suffit de suivre ces règles et les risques de cyberattaques seront considérablement réduits.

Dans l'histoire, des exemples frappants d'Ingénierie sociale ont été rencontrés à plusieurs reprises. Par exemple, le vol de la société Ubiquiti Networks 40 millions de dollars en 2015. Personne n'a piraté les systèmes d'exploitation et n'a volé les données – les règles de sécurité ont été violées par les employés eux-mêmes. Les escrocs ont envoyé un courrier électronique au nom d'un haut dirigeant de l'entreprise et ont demandé aux financiers de transférer une grande somme d'argent sur ledit compte bancaire. En 2007, l'un des systèmes de sécurité les plus coûteux au monde a été piraté. Pas de violence, pas d'armes, pas d'appareils électroniques. L'homme a retiré 28 millions de diamants de la banque belge ABN AMRO. L'escroc Carlos Hector Flamenbaum, a gagné la confiance des employés de la banque un an avant l'incident. Il se faisait passer pour un homme d'affaires. Un jour, les employés lui ont donné accès à un dépôt secret de pierres précieuses évaluées à 120000 carats. Plus tard, cette affaire a été reconnue comme l'un des vols les plus bruyants.

Tous ces exemples réels d'Ingénierie sociale suggèrent qu'elle s'adapte facilement à toutes les conditions et à tous les environnements. Jouant sur les qualités personnelles d'une personne ou le manque de professionnels (manque de connaissances, ignorer les instructions) les cybercriminels «piratent» littéralement une personne.

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БЕРЛИНСКИЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ

TECHNISCHE UNIVERSITÄT BERLIN

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Die älteste deutsche Hochschule, die Universität Heidelberg, wurde 1386 gegründet. Später entstanden neben den Universitäten Fachhochschulen, Pädagogische Hochschulen, Kunsthochschulen, Verwaltungshochschulen u.a.

Die Technische Universität Berlin, die 1879 gegründet wurde, ist auf ihre langen Traditionen stolz. Ihre Vorgängereinrichtungen sind die 1770 durch Erlass Friedrich des Großen Bergakademie und die 1839 ins Leben gerufene Königlich Technische Hochschule. Die Technische Hochschule begann mit 1180 Studenten und 121 Hospitanten. Ihr Ziel bestand darin, für die technischen Berufe die höhere Ausbildung zu gewährleisten sowie die Wissenschaften und Künste zu pflegen, die zum technischen Unterrichtsbereich gehören.[1] Als sie 1946 neu gegründet wurde, hatte sie 124 Professoren und 1556 Studenten. In dieser Zeit wurden an der Technischen Universität auch geistes- und sozialwissenschaftliche Fächer eingeführt.

Mit der Technischen Universität Berlin sind die Namen des Physikers Ernst Ruska, der hier das erste Elektronenmikroskop mit magnetischen Linsen erfand und der 1937 den Nobelpreis erhielt, und des deutschen Ingenieurs Konrad Zuse, der die legendäre programmgesteuerte Rechenmaschine „Z 1“ entwickelte.

Die Technische Universität in Berlin - Charlottenburg ist heute mit rund 35.000 Studierenden eine der zwanzig größten deutschen Hochschulen. In Deutschland liegt die Technische Universität Berlin derzeit auf Platz 14 in der Rangliste der besten Universitäten und in der internationalen Rangliste auf Platz 148. Die TU Berlin bietet über 100 Studiengänge an: 49 Bachelorstudiengänge in deutscher Sprache und 95 Masterstudiengänge (davon 24 in englischer Sprache). Masterstudierende können einen dualen Anschluss machen. Sie können gleichzeitig in zwei Studiengängen an der Technischen Universität Berlin oder an einem Studiengang an der Technischen Berlin und an einem Studiengang an einer anderen deutschen Universität studieren, was besonders bequem für solche Studierenden ist, die besonders nach Wissen streben. Die Ausbildung findet in 7 Fakultäten statt: Geistes- und Pädagogikwissenschaften, Mathematik und Naturwissenschaften, Prozesswissenschaften, Elektrotechnik und Informatik, Maschinen- und Verkehrssysteme, Planung, Bau und Umwelt und Wirtschaft und Management. Außerdem gibt es vielfältige Angebote im Bereich der wissenschaftlichen Weiterbildung, wie z.B. die Ausbildung der Gasthörer BANA. An der Universität bietet man auch Schulungen über ZEWK an [2].

Die am Großen Tiergarten gelegene TU Berlin gehört zu den führenden deutschen Technischen Hochschulen (TU9) und ist Gründungspartner des Europäischen Instituts für Innovation und Technologie. Zentrale Forschungsbereiche der Universität liegen in den Ingenieur- und Naturwissenschaften. 2019 wurde die Technische Universität Berlin als Einrichtung der Berlin University Alliance erfolgreich in die Reihe der Exzellenzuniversitäten aufgenommen [3].

Das Neue, Individuelle gehört zu der Tradition der Technischen Universität Berlin. Als erste Universität führte sie einen Studiengang Technischer Umweltschutz ein. Interdisziplinarität, die Heranziehung von Konzepten und

Methoden praktizierte sie mit ihren beiden Studiengängen Wirtschaftsingenieurwesen und Technische Informatik, was neue Impulse für weitere positive Ergebnisse in der Entwicklung der Hochschule gab. Heute nehmen die Studierenden an vielen interessanten interdisziplinären Projekten aktiv teil, die neue Horizonte in ihrer wissenschaftlichen Arbeit entwickelt.

Als erste Hochschule richtete die Technische Universität Berlin in den 70er Jahren des 20. Jahrhunderts eine “Technologie – Transfer - Stelle” als Kontakt und Vermittlungsstelle zwischen Hochschule und Wirtschaft ein. Besondere Adressaten des Technologietransfers waren verschiedene kleine und mittlere Unternehmen in Berlin, für die Innovationen eine große Rolle spielten.

Der Technologietransfer wurde im Laufe der Jahrzehnte zu einem großen Serviceangebot entwickelt.

Die Beziehungen zwischen verschiedenen wissenschaftlichen und technischen Ausbildungsstätten und der Industrie entwickeln sich heute als die Forderung der Zeit. Die Ausbildung des Nachwuchses ist die wichtigste Aufgabe aller ingenieurmäßig eingestellten Unterrichtsanstalten, aber von großer Rolle ist auch die Forschung an den Universitäten, die für die Wirtschaft von großem Nutzen ist. Die Technische Universität Berlin präsentiert eindrucksvoll die erfolgreiche Verbindung von Theorie und Praxis in den technischen Wissenschaften. Praxis- und Industrieerfahrung ist für die Entwicklung der technischen Berufe sehr wichtig [1].

Die Forschung ist ein herausragendes Thema an der Technischen Universität Berlin. An der Universität werden die Studierenden gleich in die Forschung ihrer Hochschule eingezogen. Die enge Verbindung von Forschung und Lehre ist eine der Kernelemente des Studiums in Berlin. Die Vernetzung zwischen diesen Bereichen ermöglicht die Entwicklung der für die zukünftigen Berufe notwendigen Kompetenzen der Studierenden. Ein wichtiger Gradmesser für die Leistungen der Universität ist hohe Qualität und Intensivität der Lehre und der wissenschaftlichen Forschung.

Auf Basis der TU Berlin werden viele Forschungsarbeiten durchgeführt: Aufbau einer Elektrolyse, Entwicklung der Akademie für allgemeine Krankenpflege und viele andere, die die Beschleunigung der Umsetzung der theoretischen Erkenntnisse in die Praxis ermöglichen. Die Universität beschäftigt sich mit aktuellen Fragen der Ökologie. Im Projekt „CONNECT-Räumliche und zeitliche Konnektivität und Synchronisation von See-Ökosystemen“ wird untersucht, ob die Entwicklung der durch Flusssysteme verbundenen Seen ähnlich ist. Die Aktivitäten der Technischen Universität Berlin sind in die internationale Wissenschaft eingebunden und reichen von regionalspezifischen Themen bis großen Untersuchungen. Die Technische Universität entwickelt verschiedene interessante Projekte und Programme, wie z.B. das Alumni-Programm, an dem Absolventen, Stipendiaten sowie andere ehemalige Angehörige der Universität

teilnehmen. Das Alumni-Netzwerk vereinigt mehr als 30000 Mitglieder in über 130 Ländern. Sie haben eine gute Chance neue Kontakte zu knüpfen, alte Freundschaften aufzufrischen, interessante Projekte zu besprechen und wissenschaftliche Beziehungen zu entwickeln, neue Informationen zu bekommen. In der Bibliothek der Universität finden zweimal im Monat „Kaffeevorlesungen“ statt, die den Themen um Studium und Bibliotheken gewidmet sind und die großes Interesse bei den Studierenden hervorrufen [2].

Die Technische Universität Berlin schenkt besondere Aufmerksamkeit dem Problem der Verbesserung der Bedingungen für die Menschen mit vorhandenen Behinderungen. Im Arbeitskreis Barrierefreies Bauen treffen sich verschiedene Gruppen, die solche Maßnahmen vereinbaren, die ermöglichen, die Universität barrierefrei zu gestalten. Man bespricht z.B. die Fragen der Beleuchtung, des Einrichtens von Rollstuhlstellplätzen u.a. Die Technische Universität Berlin legt viel Wert auf die Entwicklung in Wissen von vielen Disziplinen und fördert die Bedeutung von vielen technischen Berufen, vor allem von Ingenieur.

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**ОТКАЗ ОТ БОЛОНСКОЙ СИСТЕМЫ ОБРАЗОВАНИЯ:
ПОЛЬЗА ИЛИ ВРЕД**

**REJECTION OF THE BOLOGNA SYSTEM OF EDUCATION:
PROS AND CONS**

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Before starting to consider the points about the pros and cons of abandoning the European standards of the educational system in Russia, let's dwell on the question of essence of the European standards and the Bologna system of

education. The Bologna declaration (Joint Declaration of the European Ministers of Education), the main guiding document of the Bologna process was adopted by ministers of education of 29 European countries at their meeting in Bologna in 1999 [1]. The main idea was to make standardization of the European countries teaching system. However, it was decided that any country had the right to join it. The Russian Federation joined the Bologna declaration in 2003. It was a very important decision for our country. It gave Russia not only new impulse of modernization of higher professional education, but also it opened additional perspectives for the Russian universities. Firstly, they got the right to participate in international projects, financed by European Commission. Secondly, students of the Russian universities got an opportunity of academic exchange with the European universities.

Till 2003, Russia had a single-level system for specialists' training. This system was incomprehensible for European employers. When Russia joined the Bologna Process, three-level system «bachelor – master – postgraduate» was adopted. Actually, this system is applied in most Russian universities nowadays. Renewal of «higher» pedagogy involved the development of new approaches and methods of education, compatible with those which were accepted in other countries. To implement these ideas, a radical transformation of institute and university structures, documentary and regulatory frameworks, as well as teaching activities were necessary. A year after the signing of the Bologna Declaration by the Minister of Education of the Russian Federation, the Cabinet of Ministers approved a document on priority vectors for the development of higher education in the country. It declared the need to implement the main positions of the Bologna process. The transition to common European standards were required, such as: drawing up a list of teaching programmes; creation of a national qualifications framework; bringing programmes and plans in line with the norms of the European universities; legislative introduction of a two-level system; creation of training programmes according to the credit-modular principle [2].

According to the latest data, currently there are 48 countries which are enrolled in the three-level educational system, such as Austria, Azerbaijan, Albania, Andorra, Armenia, Belgium, Bulgaria, Bosnia and Herzegovina, Great Britain, Hungary, Germany, Greece, Georgia, Denmark, Ireland, Iceland, Spain, Italy, Kazakhstan, Cyprus, Latvia, Lithuania, Liechtenstein, and others. The main advantage of such a system is its recognition abroad, the opportunity to continue education in any other member state of the Bologna process. A feature is also that at the end of the bachelor's degree, the student has the right to choose any other specialty to continue his studies, even if it is not related to the original one. Thus, the student is given the opportunity to become a multidisciplinary specialist.

However, recently the Ministry of Education of the Russian Federation has increasingly begun to point out the need to abandon this education system. Why?

The main reasons for the rejection of the European educational standards were a significant deterioration in the quality of education and the outflow of highly qualified and outstanding personnel abroad. Due to the unification of education, students do not receive knowledge at the proper level. They simply memorize the necessary material and solve test tasks. The European educational standards provide for the flexibility of education, the possibility of changing the curriculum depending on the interests of students. It is true for different countries except Russia. A bachelor's degree is also often perceived by employers as an incomplete higher education. Wages with such a diploma are much lower, and a master's degree is an important condition for getting a promotion in many organizations [3]. Does it mean that the rejection of the Bologna system of education will return Russia to the past? What about students who managed to get a bachelor's degree, but did not complete a master's degree? At the moment, the Bologna Group has temporarily suspended the rights of the Russian Consulate in the organization. At the same time, the Russian Federation is still present in the list of countries participating in the Bologna system [4]. The rejection of the Bologna system will take place step by step, because many Russians have already received a bachelor's degree and will not be able to develop further without a master's degree due to the qualification requirements for positions. It is necessary to note that the process of withdrawing from the Bologna system is a long way and may take years. Minister of Science and Higher Education Valery Falkov noted that the country will adopt its own unique education system [5]. At the moment, there is little information about the new education system, but its main features can be identified.

According to politicians, the new system will be created in accordance with the country's international interests and the experience of past years. Today, the most likely alternative to the Bologna system of education in Russia is the specialitet. Its essential difference from the bachelor's degree is the duration of study. The freedom of students in choosing courses and disciplines in this type of education is limited. However, it is worth noting that a unique educational system will be created taking into account the interests of students, so it is possible that the Soviet education system will be supplemented and changed in accordance with modern realities and the interests of students. Thus, the main goal of abandoning the European standards is to develop a new unique approach to education that is attractive not only for Russian specialists, but also for foreign students. According to the Ministry of Science and Higher Education of the Russian Federation, the share of foreign students in Russia of the total number of students at the moment is approximately 8%. Of course, the new education system will be created taking into account the interests of foreign students, because this will increase the

chances of recognition of the system around the world, as well as provide Russia with new qualified specialists. In this case, the outflow of specialists from Russia will also be minimized, because if the new education system turns out to be competitive compared to foreign models, then domestic specialists will not have to leave the country in order to receive a better education.

Summing up, we can conclude that the new educational system will be created in order to improve the quality of education in Russia, as well as to strengthen the position of domestic specialists in the global labor market. This model of education will be created taking into account the experience of past years, but will not exactly repeat the standards previously adopted in the country. It will be a completely new, unique system that will allow Russia to reach the next level in the field of education.

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**ПОСТРОЕНИЕ КАРЬЕРЫ В БУДУЩЕМ:
ПРОФЕССИИ ЗАВТРАШНЕГО ДНЯ**

CAREERS OF THE FUTURE: PROFESSIONS OF TOMORROW

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Modern labor market is constantly changing. Some professions are becoming outdated, while professions of the future are coming to replace them. Today we can see some definite trends that will determine what professions we will see in the future. Among these trends are digitalization, globalization, personalization, automation and eco-friendliness [1].

Globalization has been going on for three decades making it necessary to develop international relations. For example, Levis jeans are designed in the USA, and they are sewn in Vietnam. Ostriches for Hermes Birkin bags are raised in South Africa, while bags are made in Paris.

To understand the customer, online stores try to learn more about their preferences. They implement filters to select a product, and advertising shows what a person has recently searched for in a search engine.

Robots do human work and eco problems are becoming one with economic problems. Already now we see that robots are appearing in different industries. Robots are really changing our lives. Recently, a Japanese robotic suit HAL (Hybrid Assistive Limb) have been launched and it helped a paralyzed disabled person become a mountain climber. It is expected that HAL in the near future will begin to change for the better the lives of people. They will pay \$ 1 thousand rent per month. It is not planned to sell it for good yet, and so the price would be \$ 14-19 thousand. Next comes the military robot PackBot, which is even capable of emotional relationships. The US Army has armed this car with a shotgun and it is preparing its medical version. It is changing the lives of military personnel [1].

Robot designers make children's robotic toys, and develop medical robots for surgery or prosthetics [3]. The da Vinci Surgical System surgical robotic System operated on a newborn girl for the first time and will soon be able to perform operations on a beating heart. Operations by the da Vinci robot are carried out with minimal injury to healthy tissues and reduced blood loss. Due to this, various risks are reduced and the duration of the rehabilitation period is shortened.

The robotics market is still rather small. Approximately \$6 billion a year for industrial machines and \$20 billion for all other robots, including software and

other elements for them. However, robots will not remain shackled within the framework of a forced labor force. We will see from everywhere.

The changes have also affected education. First of all, modern teacher should all be prepared for online classes [2]. The pandemic has definitely set new rules and requirements. Also, a profession of educational game designer has appeared. These people will create educational programs and methods based on a variety of games.

At the end of the last century, many researchers had high hopes for the results of mass screening programs aimed at identifying predisposition to the development of diseases of the cardiovascular system, which are the cause of almost two-thirds of all deaths in the world. It was assumed that all people could be divided according to the degree of genetic susceptibility and give appropriate recommendations for lifestyle changes or provide timely medication correction to reduce the risk of developing these diseases. DNA studies that started at the beginning of the 21st century have not led to the identification of the main predisposition alleles for those diseases. Nevertheless, in the future, on the basis of genetic analysis, a person's predisposition to diseases will be predicted.

Special experts in the textile and light industry will monitor the production process of clothing and footwear. They will assess such indicators as fibre content [3].

Urban environmentalists will design biotechnological cities, control pollution levels and introduce renewable energy sources.

Molecular nutritionists will determine the molecular composition of food and beverages and make personal diets [3]. A molecular nutritionist should have knowledge in the field of genetics, biochemistry and dietetics, as well as understand the processes of food production. Such professionals will evaluate the genotype of patients and how certain foods affect the expression of certain genes in each individual. It will be possible to prevent the development of severe complications by identifying early markers of metabolic disorders.

City farmers will also be in great demand. They will build vertical farms and farms on the roofs of buildings, which will allow them to grow plants within the city. Vertical farms are different from traditional ones. They allow you to create an optimal environment for plants and increase the use of space. Such farms can be everywhere: in cities, deserts and underground. Saudi Arabia has plans to build a completely new city (Line) that will use such farms a lot. Unique methods are used to transfer nutrients to plants in vertical farms. These technologies allow plants to grow without soil. Instead of sunlight LED lamps can be used.

Everything is becoming smart nowadays. High-tech giants such as Google, Apple and Samsung are competing in the field of smart homes. Smart homes can monitor the temperature, lighting and operation of household [1]. Imagine, in the morning, your favorite music starts your day, the blinds will open and the water

in the bathroom starts pouring. When you are ready for breakfast, freshly brewed coffee with cinnamon will be waiting for you. Sounds like a dream come true. All these operations would be impossible without IoT technologies. So, designers of smart homes will be widely needed.

In the more distant future, space tourism managers will be needed [2]. They will send travelers into orbit, make routes, offer vouchers, select excursions.

Another interesting and rather new profession is the specialist in kids' psychological safety. They should test children's toys, cartoons, clothes and find out how dangerous they are for the kids, whether or not there is a potential threat.

Another interesting profession in the future may be an IT preacher [3]. It is expected that in 10 years the number of gadgets per person will increase tenfold. AR glasses will augment reality, bracelets will monitor heart rate, blood pressure and perspiration, and the phone will tell you where it is better to have lunch in this part of town. The development of the IT causes rejection among some people. Due to the spread of technology, the digital gap between citizens will increase. To close the gap, the IT preacher will teach digital literacy. They will tell you how to use new services and applications.

One more profession worth mentioning is the personal tutor for aesthetic development [1, 3]. In order not to drown in the flow of information and figure out what is art, you need a personal tutor. He will select a program for the client, based on his tastes, and install individual media filters.

In the future, you don't have to go to Paris to visit the Louvre; you don't have to fly anywhere to relax by the sea. The architect of virtual reality will make the world such as one can only dream of. This profession is at the junction of programming, design, neuropsychology, artificial intelligence [1].

In the future, the virtual environment for a person will be as natural as the physical space of cities, premises, nature. It can be a space in which a person rests, visits some places of interest, museums, a working environment or an environment for relaxation and recuperation, treatment. A person will be able to choose the environment he or she needs. It will be able to adjust to the psychophysiological state of a person. For example, if you feel like travelling, your digital wallpaper will turn into an Italian beach. Or it will instantly bring you to the center of New York City. The profession of VR architect is at the junction of various fields of knowledge: design and architecture of the environment, psychology, neuropsychology and psychophysiology, programming and mathematical modeling, artificial intelligence. Such specialists should have a creative beginning and have knowledge in anatomy, psychology and sociology.

The introduction of new professions takes time. The main thing you need to know is that a university diploma will not guarantee that you will work within this profession for all your life. Labor market is changing. Your interests may also

change. Therefore, you should be ready to get new skills and to get new knowledge. It takes time to understand where you want to go professionally. The profession should inspire the person. Moreover, in the future a lot of jobs will be taken by robots [1].

It is impossible to predict exactly what professions will be popular in the future, but there are already some visible trends. We can definitely say that the labor market is changing. The things that will help you get professional success in the future are the personal qualities desire for self-realization and self-improvement.

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**ПОЧЕМУ СТУДЕНТАМ-СОЦИОЛОГАМ
В ВУЗЕ СЛЕДУЕТ ИЗУЧАТЬ СОЦИОФОБИЮ ДЕТЕЙ?**

**WHY SHOULD STUDENTS-SOCIOLOGISTS IN UNIVERSITY STUDY
CHILDREN SOCIOPHOBIA?**

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Any successful sociologist peers much deeper, he does not look superficially at what is happening in the society, he tries to understand the essence of the problem. In general, the sociologist observes, notices and reflects. As one the tasks of a sociologist to analyze problems in the society, he is to be aware of the possible reasons for these problems. The aim of the given article is to consider such problem of modern society as social phobia.

Sociophobia is a type of anxiety disorder characterized by excessive fear or anxiety arising from some social situations [1]. Sociophobia or social phobia is called as the epidemic of the 21st century. Social networks not only actively

discuss its causes and symptoms, but offer dozens of tests that promise to reveal the presence of this disease and suggest some ways to treat it. Social anxiety is one of the most common manifestations of an anxiety disorder. According to a survey of psychiatrists, 58% of diagnoses belonging to the number of alarming ones are social phobia [2]. Sociophobia manifests itself as an irrational fear of social interactions. Anxiety manifests itself in situations associated with interpersonal contacts: from public speaking, professional interactions with colleagues and partners to simply being surrounded by strangers in public places. Until recently, it was believed that social anxiety complicates the lives of adults. The same condition in children is much less dangerous, and as they grow older, it decreases significantly and may disappear completely. However, modern studies have shown that social anxiety most often occurs in childhood and develops and changes in the process of growing up, preventing the child from harmoniously going through all the stages of personality development. The presence of social phobia significantly impedes the socialization and adaptation of the child in peer groups, prevents them from mastering the cultural norms of the social environment, learning to communicate with people around them, and acquiring a base of social, emotional and cognitive skills. Children with symptoms of anxiety tend to be deficient in these skills, which can lead to social withdrawal, withdrawal, and misanthropy.

According to the International Classification of Diseases social phobia belongs to the class of phobic anxiety disorders, which are characterized by fear of certain situations that do not pose a current danger [3]. In addition, people with this type of disorder tend to think about getting into an uncomfortable situation for themselves, causing themselves a premonition of trouble, anxiety. In a person prone to social anxiety, panic fear is caused by both interaction with people in general and situational communication with someone. Symptoms of this disease include: fear of condemnation or humiliation, embarrassment, fear of communicating with one person or group, avoidance of social interaction, trembling, fear, anxiety when in contact with society. In children, this phenomenon manifests itself in unwillingness to speak in front of people, fear of being left in a room without parents, crying, avoidance, and attempts to hide from people. Anxiety does not appear spontaneously in an individual, it protects a person from a potentially threatening situation, signals this and offers a fight or flight dilemma. It turns out that any anxiety, including social anxiety, exists in order to protect a person from a physically or morally traumatic situation. The state of anxiety can be called necessary and even useful only if it corresponds to the situation in which it manifests itself. Underestimated and overestimated anxiety are deviations from the norm, which mean that in the first case a person is not protected from a possible threat and must avoid it by all means, and in the second case, excessive stress leads to the expenditure of the body's energy

reserves and the limitation of a person's functional abilities in all spheres of life. Thus, the symptom of anxiety is not limited to the individual properties of the individual, but has serious social consequences. The problem of social phobia goes beyond the scope of psychiatry and even social psychology, but is necessarily included in the subject area of sociological science. Why? Does it mean that students-sociologists are to be aware of it? Why is it necessary for sociologists to know about the depths of this problem, covering children?

The reason is that for most people, social phobia is formed in childhood, when the traumatic experience is fixed in the subconscious and becomes part of the life programme. Parents who surround their child with excessive hypercontrol have a significant influence on the development of children's social phobia. In the event that parents intimidate a child because of insignificant things, try to protect them from all sorts of problems, while suggesting that the world around them is filled with dangers, this is stored in the still unformed psyche as a strong frightening memory, taken for reality. In childhood, when neural connections are just being formed into synapses, it is important not to expose the child to excessive feelings and fears. Those negative influences, under the influence of which the psyche is not yet strong, firmly "settle" in the subconscious of children, dealing a strong blow to their further socialization. Further, the causes of excessive anxiety in children are concentrated to the greatest extent in the social sphere. The most significant factor is the environment of the child, which directly affects the state of his psyche. For example, a traumatic situation at school or in the yard could lead to the fact that the child became uncomfortable and even afraid to communicate with peers, as he expects a repetition of the negative experience received in the past. Children's social phobia is closely related to such a social phenomenon as bullying. According to some survey, every fifth of the Russian children at least once faced bullying, and one of the main places of bullying was school (38%) [4]. Ridicule, physical and moral oppression make the child withdraw into himself, afraid of the outside world, avoid contact with him. This leads to significant violations of the child's socialization, since this process cannot take place outside the society. Thus, social anxiety in a child can have both immediate developmental consequences, in terms of difficulty communicating with children of their own age, and long-term consequences. Incomplete socialization is a serious problem for a person. In the process of socialization, the individual learns social roles and norms, cultural patterns. Accordingly, when a child does not go through socialization or goes through only partially, he has difficulty integrating into society. Such a child is doomed to the inability to establish social contacts, isolation and loneliness. Several cross-cultural studies showed that each society is characterized not only by different cultures, but also by different models of behavior corresponding to the role set of a certain social status of an individual. A child can gain knowledge about this only in the process

of socialization, and if it is violated, his “inclusion” in this society is difficult. Hence, social phobia is a serious reason for the inhibition of the process of socialization. That is why mental health should be given as much attention as physical health [5]. As it is noted above, social phobia is not limited by the field of psychology only, but it is the subject of interdisciplinary research. Sociological science should make a significant contribution to the study of the causes of this phenomenon and the development of practical methods for influencing the process of personality formation in comfortable conditions in the primary groups and the immediate environment. Comprehensive socio-psychological and sociological studies of the factors and social consequences of childhood social phobia will provide new theoretical knowledge in this area and significantly reduce the negative consequences of social anxiety, both for an individual and for society as a whole.

Thus, to study child’s sociophobia by students is necessary as it helps analyze a particular situation effectively and draw the right conclusions. Sociologists need to understand the possible causes of problems in the society, such as different sorts of addictions (depression, drugs, computer games, etc.). As a rule, serious problems can arise at an early age. Therefore, sociologists need to focus on not only the problem itself but to understand the possible origin of it.

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УМНАЯ ОДЕЖДА: НАСТОЯЩЕЕ И БУДУЩЕЕ

SMART CLOTHES: THE PRESENT AND THE FUTURE

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The world is constantly evolving and does not stand still. Therefore, fashion always wanders through the expanses of perfection. Smart clothes and wearable technology is a relatively novel and emerging area of interdisciplinary research within the fashion, textile, electronics and related industries [1]. The scientists strive to meet the contemporary end-users' requirements and invent more and more methods and materials available for the design and production of smart clothing.

In the age of information technology, "smart" clothing already exists, but if you think about how much useful it can bring in the future, it will greatly astound you. Let us examine different types of clothing of the future, and see what advantages it has now, and what horizons it has yet to open.

Self-cleaning clothes. The idea is based on the so called "lotus effect" [2] that comes from the fact that the lotus leaves are known for their ability to "self-clean" by repelling water and dirt. One of the reasons for this water-repellent and self-cleaning ability is a special two-layer structured surface covered with a water-repellent substance [3]. Therefore, in order to spread through the leaves, the water drops are rolling, dragging away the dirt and soil particles.

To reproduce this effect a team of researchers has created a new cover using nanoparticles with a silver thickness of 1/1000th of a human hair. These particles create tiny bubbles in a special polymer coating applied to the fabric.

In contrast to the leak-proof watertight coatings, which are layered, the new coating is firmly embedded in the fabric. This polymer film can be worn with any fabric, including polyester, cotton and silk.

Such universal new inventions will undoubtedly become popular. According to J.F. Brown, the self-clean coating can be applied to children's clothing, hospital underwear, sportswear, military uniforms and coats. It can also be used for the manufacture of tents, construction coatings during repairs, furniture fabrics, car-folding roofs [4].

Other scientists are also working on the problem of creating self-cleaning clothes using other processes, such as solar light reacting to natural light to "push

out” dirt particles. Such self-cleaning clothes are ideal for the military or the travelers who do not have time or the ability to clean up.

Fabrics that cool. Recently, researchers at Stanford University have developed a unique plastic material that can be used to make cool-preserving clothing.

Again, this development is based on the idea of resource economy. On the one hand, the new material is significantly low-budget, but, on the other hand, it allows reducing the need for energy-intensive air conditioning. It consists of intertwined fibers of plastic and fiber is more flexible than natural or synthetic fibers that can effectively cool the human body.

The researchers hope that the new family of fabrics will become the basis for people with limited opportunities for air conditioning in a hot climate. In addition, it stops being possible to directly cool people [5].

The heat is taken away in two ways. The unusual material makes a wearer feel 15.5 degrees colder than in cotton clothes. It cools and allows the product to be freely evaporated. In addition, this new product offers a second, innovative cooling mechanism. This allows the heat released by the body in the form of infrared radiation to escape through the plastic fabric element.

All objects, including the human body, emit heat. For example, a blanket catches a beautiful light near the body to warm it up. Scientists have estimated that 40-60% of the heat of the human body is dissipated in the form of infrared radiation in the office. However, for a long time, no serious studies have been conducted on the transmission of thermal waves by textile.

In the result of the transformation, a very thin material was obtained. In order to satisfy all the requirements imposed by the fabrics for the clothing, the three-layer version was made from two sheets of engineered polyethylene, separated by a cotton mesh for strength and thickness [6].

Researchers continue to work in several directions, including the expansion of the range of colors, textures and special features of the invention. They are preparing to launch a wide range of products and development for use in the manufacture of clothing. Scientists believe that this material opens up new opportunities in the field of passive cooling and heating of objects without the use of external energy sources.

Biometric Monitoring clothing. High-tech clothing with built-in sensors is presented as a non-invasive solution for monitoring the heart, breathing and daily activity.

The Hexoskin network medical platform, developed by Hexoskin (Montreal, Canada) [7], is a washable silver integrated heart, abdominal and respiratory sensor for digital signal processing and a 3-axis accelerometer used to track activity and acceleration [8].

The heart sensor provides single-channel electrocardiogram (ECG) data with a frequency of 256 Hz, determination of heart rate from 30 to 220 beats per minute, breathing interval with a resolution of 4 ms and analysis of heart rate variability.

The breath sensor contains two channels (128 Hz) and can measure the respiratory rate from 3 to 80 breaths per minute. The motion sensor can detect acceleration with a resolution of 0.004 g. Respiratory induction plethysmography sensors have additional evaluation channels, including detection of 50-60 Hz noise, detection of cross-section and detection of changes in the basal line. Other functions include 14-hour-long autonomous work, 600-hour-long autonomous work, and Bluetooth connection devices for iPhone, iPad, and Android.

Conclusion. Smart clothes are already creating an evolution in the fashion world, and many exciting examples prove it [9]. Nevertheless, most advances in smart clothing are still happening in research labs. The few examples that have entered the market are demo projects, pilot studies or limited to a set of simple functions. Today only tech and fitness enthusiasts are at the forefront of wearing out these smart clothes, but in the future, such things in the wardrobe will become ordinary functional items for many areas of life. That will change in a dramatic way over the coming years. One can expect that smart clothing and all kinds of e-textiles will evolve on a trajectory similar to the path early mobile phones have come to turn into today's smartphones.

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**ИННОВАЦИИ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ
НА ПРИМЕРЕ РАБОТЫ ПРЕПОДАВАТЕЛЕЙ И СТУДЕНТОВ
КАФЕДРЫ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ
И КОМПЬЮТЕРНОГО ДИЗАЙНА**

**INNOVATIONS DANS LE PROCESSUS ÉDUCATIF SUR L'EXEMPLE
DES TRAVAUX D'ENSEIGNANTS ET D'ÉLÈVES DU DÉPARTEMENT
DES TECHNOLOGIES DE L'INFORMATION ET DE LA
CONCEPTION INFORMATIQUE**

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Cet article met l'accent sur la pertinence de la transformation numérique dans le processus éducatif, considère les technologies de bout en bout. Certains des cours et classes mis en œuvre dans les murs de l'Université d'État Kossyguine de Russie. Certains résultats de l'activité scientifique conjointe des étudiants, des jeunes scientifiques et des professeurs de l'université sont également présentés. Une partie de l'article est consacrée à la transformation numérique dans le domaine du design, de la réalité augmentée et du traitement d'images par ordinateur.

Chaque année la transformation numérique touche de plus en plus de domaines de l'activité humaine. La mondialisation de la transformation numérique, l'introduction des technologies numériques est une condition importante pour une éducation innovante. Dans le cadre de la transformation numérique, les technologies de bout en bout sont définies de manière normative. Les technologies de bout en bout ne sont pas liées à un domaine d'activité spécifique et peuvent être appliquées dans divers domaines: science, éducation, médecine, construction, design et autres.

La sphère du design, qui contient ses avantages conceptuels et ses mérites, n'est pas non plus en marge. La réalité virtuelle, la réalité augmentée, la vision par ordinateur font partie intégrante des technologies de bout en bout en matière de conception.

Dans le cadre du processus éducatif et scientifique, le personnel enseignant, les jeunes scientifiques, les étudiants de l'Université d'État Kossyguine de Russie ont pu modéliser et visualiser les œuvres rétrospectives du célèbre créateur de mode V.Zaitsev, puis les "relancer". Tous les développements ont été combinés en un seul élément - le film, qui a servi de base à la mise en œuvre du musée numérique. La présentation de l'œuvre a eu lieu sur grand écran dans la salle de concert de Novy Arbat au centre de Moscou dans le cadre du forum des jeunes [1].

Dans le cadre de la discipline "Traitement d'images par ordinateur", les auditeurs étudient les problèmes de vision par ordinateur, traitent de la mise en œuvre de la recherche contextuelle, analysent les caractéristiques de reconnaissance des éléments d'une image et se familiarisent également avec le logiciel graphique librement distribué GIMP. Cet éditeur graphique contient de nombreux filtres intégrés qui permettent d'obtenir des résultats étonnants dans les recherches, ce qui contribue à l'émergence de nouvelles solutions et idées.

A l'aide de l'outil "IFS-fractal", des éléments fractals d'auteur ont été développés. Les résultats peuvent être utilisés à diverses fins : conception d'espaces médiatiques, mise en page de sites Web, arrière-plan d'expositions et de forums scientifiques, motion design [2]. Les éléments fractals résultants peuvent exister indépendamment, ou ils peuvent être incorporés dans une solution de conception.

C'est formidable lorsque les développements de conception peuvent compléter et décorer le logo d'Université d'origine. Les résultats décrits suivants plus en détail concerneront l'utilisation des technologies numériques modernes sur le logo de l'Université d'État Kossyguine de Russie.

En utilisant la fractale de l'auteur créée (image 1a) et le logo (image 1b), des solutions extraordinaires ont été obtenues. Les résultats de la fusion sont présentés en deux variantes: un accent sur la fractale, à partir de laquelle des copies du logo se dispersent dans différentes directions (image 1c), et un accent sur le logo, qui est le centre de gravité de la fractale pénétrant (image 1d).

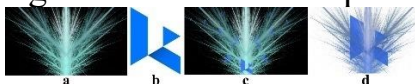


Image 1 – Les résultats de la combinaison de la fractale de l'auteur avec le logo l'Université d'État Kossyguine de Russie

Parmi les caractéristiques des principes d'enseignement, il existe une méthode d'organisation du processus éducatif, soumise à un système strict - le schéma "du simple au complexe" [3]. Dans le cadre des cours d'infographie, les

étudiants se familiarisent avec les éditeurs graphiques et apprennent à mettre en œuvre des idées sur un ordinateur. Selon le schéma «du simple au complexe», les enseignants du Département de technologie de l'information et de conception informatique, en collaboration avec des étudiants en design, ont créé des rosaces ornementales originales.

L'élément principal ici - c'est le logo de l'Université d'État Kossyguine de Russie en noir et blanc (Image 2a). En plaçant l'élément de base (logo) dans un cercle par rapport à un point, la manière la plus simple de créer une rosace ornementale est mise en œuvre (Image 2b). En ne laissant que le cadre des éléments qui composent la rosace ornementale de base, une nouvelle forme mystérieuse sera obtenue (Image 2c). Reliant les rosettes ornementales massives les unes aux autres, qui se détachent artificiellement dans une certaine récursivité, acquérant des rosettes ornementales complexes qui attirent l'attention et obligent à regarder chaque composant du détail à motifs (Image 2d, 2e).

En utilisant des formes linéaires simples, il y a la possibilité de créer des rosaces ornementales de créateurs uniques qui s'appliquent à la fois au design d'intérieur et à l'architecture, ainsi qu'au domaine du design et de la mode. Les technologies de l'information modernes permettent de traduire les presque toutes les idées de designer en réalité, en simplifiant le travail et en réduisant le temps consacré à la création d'un projet créatif. De la même manière, les rosaces ornementales peuvent être fabriquées à partir de n'importe quel autre élément, par exemple en utilisant une image architectural [4].

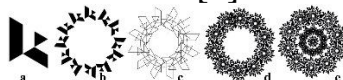


Image 2 – Compilation de rosaces ornementales basées sur l'élément de base - logo de l'Université d'État Kossyguine de Russie

Les étudiants du Master du Département de technologie de l'information et de conception informatique, étudiant la discipline "Analyse et synthèse des systèmes d'information en conception", abordent des problématiques, liées au développement /test /cycle de vie des logiciels, élaborent des schémas en langage UML, décrivant un certain nombre de processus spécifiés, et également créer des modèles 3D d'objets, en les animant et en appliquant des effets spéciaux au résultat.

En utilisant l'élément initial (Image 3a), l'auteur a créé un modèle 3D dans le programme Blender qui permet de regarder le logo sous différents angles (Image 3b). Après le rendu, l'angle de vue le plus réussi de l'élément a été sélectionné (Image 3c) pour créer l'effet.

L'effet d'explosion est impressionnant, dans lequel un objet solide se brise en plusieurs petits fragments. Lors de la désintégration initiale de l'élément (Image 3d), les contours du logo sont à peine lisibles. Après cela, de manière

chaotique, les pièces continuent à se déplacer dans différentes directions à une vitesse donnée (Image 3e).

L'ensemble du processus est rendu au format AVI, ce qui on permet d'obtenir immédiatement l'animation vidéo finale. Les résultats obtenus peuvent être utilisés comme élément secondaire dans le développement de la réalité augmentée, ou ils peuvent servir d'économiseur d'écran lors d'événements universitaires importants.



Image 3 – Création d'un modèle 3D basé sur le logo de l'Université d'État Kossyguine de Russie

Les technologies numériques améliorent le processus éducatif, offrent de nouvelles opportunités et ouvrent de nouveaux horizons de développement. De plus, ils facilitent le processus de travail: de nombreuses expériences sont laborieuses et problématiques à réaliser manuellement. Grâce aux technologies informatiques modernes, il devient possible de mener des expériences et des recherches, d'obtenir des solutions extraordinaires et de les mettre en œuvre dans d'autres projets.

La transformation numérique est inextricablement liée au processus éducatif. Elle permet aux étudiants d'acquérir les compétences de demain, de devenir des experts dans leur domaine et de libérer leur potentiel créatif et scientifique.

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**ЭРГОНОМИКА В ПРОМЫШЛЕННОМ ДИЗАЙНЕ:
ПРОЕКТИРОВАНИЕ ВЗАИМОДЕЙСТВИЯ**

**ERGONOMICS IN INDUSTRIAL DESIGN:
CREATING AN INTERACTION**

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A designer's job is not limited to creating a pretty object or a pleasing picture. Understanding the ways human psychology works, the way a person is going to interact with your creation is essential in the process of designing an object, a program, a website, a space. And this is where ergonomics takes the lead.

Ergonomics is a science that studies various subjects that are in direct contact with a person in the course of one's life and work. Its goal is to develop the shape of objects that would be as comfortable as possible for a person when using them, and provide a system of interaction with them.

Ergonomics is in some way connected to all sciences that research a person as a subject of labor, cognition and communication. The closest to it is engineering psychology, the main task of which is to study and design external means and internal ways of working for operators.

One of the key concepts is human anatomy. Design is an artistic adaptation of environmental objects in order to make them comfortable and pleasant to use. The process of designing a chair is one of the more common examples. What the optimal height of the backbend would be (starting from the seat)? An industrial designer refers to the Akerblom line as a universal answer to this question. It is the average value of where the human spine has an inward bend in the sagittal plane of the lumbar region. So, it is necessary to provide support for the spine at a distance of 230 mm from the seat. Of course, each person has their own anthropometry. But the literal definition of industrial design is a mass production of items – 10 or above. There are exceptions, sure, - a wealthy person is able to afford commissioning a piece of furniture that takes into account their individual characteristics. But, after all, an industrial designer's task is primarily creating a

unified design to fit most people's needs, usually, due to mass production, for a lower price.

There are lots of aspects to ergonomics of a gadget. All interaction should be designed to be coherent and the product must be created in a way that is both safe and easy to understand. Wear time, surface texture, color, material – all of those properties combine to create a solid object with a certain assigned function. It would be dangerous to create a slippery handle for an axe or make a teapot out of badly tempered glass that could shatter at any moment, as well as it would be uncomfortable to sit on a rock hard couch or to bring utensils made out of thick, heavy metal to a hike.

Coloristics plays a special role in industrial design. Here, of course, psychological aspects are important. When deciding on a color scheme, it is necessary not to lose sight of colors' properties: shade, brightness, saturation, etc. Psychological research data suggests that an average person associates each color with a certain meaning. While choosing the color of a product, it is essential to find out whether the company has a certain corporate color or not. It is well known that many firms select quite specific colors for their products. For cosmetic products of the West German company "Nivea" a blue-white color combination is selected, for "Yandex" it's a certain shade of yellow along with black and white, "Coca-Cola" can be immediately recognized and told apart from "Pepsi" due to the iconic solid red color in design of the first one and a combination of red, white, and blue as the primary color in the second one. Some companies claim a color to themselves legally.

Most marketers are aware of the effect color has on consumer behavior. Surveys and studies have shown that: 62-90% of a consumer's initial judgment of a product is based on color; 52% of consumers say the color of packaging is an indicator of quality; Color increases brand recognition by up to 80%.

But the colors role isn't limited to helping a product to be advertised and sold effectively. It also performs certain technical functions. Various cables in electrical engineering are colored according to a unified standard, traffic lights are always colored in the same recognizable way to prevent accidents, red signs mean "stop" or "prohibited", green ones mean "good to go". That is why color is essential in designing safe measures and working environments. A visual image is recognized and interpreted way faster than text or audio and is a powerful tool in controlling people's attention as well as delivering information.

Another interesting part of design is creating an environment. What plays the main role in the environmental approach?

Since the environment is not conceived without human activity and exists only because of this process, the subject of design in this case is no longer a separate object or even a system of objects, but the whole situation that develops around human behavior in the environment.

A study was conducted by the sociological service of the Hermitage. To create an environment that would fit all guests' needs, a vast number of visitors' behavior was analyzed. Conclusions were drawn about the trajectory of the movement of visitors belonging to different types. For greater clarity and emotional persuasiveness, they were given names that figuratively represent the nature of their movements:

"Beetle" is the name of a uniformly disinterested type of visitors. A visitor belonging to this type moves through the halls along the shortest path (usually from the entrance to the exit) trying to briefly cover the entire exposition;

"Ant" is the name of another uniformly disinterested type of visitors. A visitor like this, on the contrary, is extremely mobile, scrupulously attentive, meticulously consistent and strives not to miss a single exhibit;

"Bee" is the name of a selectively interested type of visitors. A visitor belonging to this type moves from masterpiece to masterpiece, ignoring less important exhibits, and is attentive only to particularly bright impressions that stand out against the general background.

For a positive "environmental" well-being associated with the realization of expectations from the exposition, it is necessary to make it possible for every type of visitor to get the fullest possible impression. That means the museum space should be at the same time:

designed with a clearly articulated path all the way through, from where all exhibits can be easily viewed (the "beetle" type is satisfied);

with the inclusion of bright accents expressively distributed in the exposition space (the "bee" type is satisfied);

sufficiently dense, saturated with information (the "ant" type is satisfied).

If the designer manages to combine the requirements coming from all of those types in a single exposition solution, then the "environmental" comfort of each of the visitors will be ensured.

This example shows that a designer's responsibility includes modeling an independent situation and predicting a person's behavior to achieve the possibility of providing the most comfortable and comprehensible solution for majority of people interacting with it.

In conclusion, taking the way humans interact with objects and environment, as well as the fact that the way our behavior can be controlled by symbols, color and shape into account is a crucial part of being an industrial designer, or any kind of designer at all.

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**ПСИХОЛОГИЯ МОТИВАЦИИ СТУДЕНТОВ
В ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ**

**PSYCHOLOGY OF MOTIVATION OF STUDENTS
IN EDUCATIONAL ENVIRONMENT**

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The relevance of studying this issue is due to the fact that motivation is essential for every person. Without it, it is difficult to decide on any actions to achieve the desired results. Whether it's creating your career, morning exercises, getting rid of bad habits, or studying at a university. It is the presence or absence of motivation that is the main criterion for success [1].

Motivation is a common name for processes, methods, means of encouraging students to cognitive activity, active development of the content of education. An analysis of the scientific theories set forth in the psychological and pedagogical literature showed that the concept of "education success" is considered in two main directions: psychological and pedagogical. From the point of view of the psychological direction, the success of training is considered as an attitude to activity and its results. Representatives of this trend are V.K. Vilyunas, L.N. Belopolskaya, E.A. Nikitina and others. Some scientists, such as A.A. Verbitsky, A.A. Rean proved that motivation is the leading factor in successful learning [2].

The motivation of students is very different from the motivation of schoolchildren, and it also tends to change during the entire process of studying at a university. At turning points, crisis moments of development, other motives, new life values, needs and interests arise, during this period personal qualities change. Therefore, the motives inherent in students are associated with self-awareness, self-awareness in the system of social relations. Motives can be emotions, interests, needs, or ideals. Motives are very complex, dynamic systems in which choices, analysis, decision making and evaluation of actions are carried out [3].

The theoretical basis was based on the studies of Burlachenko A.A., Stukalina O.S., as well as Shagivaleeva G.R., Kalashnikova V.Yu. Based on the study of Burlachenko A.A., Stukalina O.S., where 20 students of the S.M. Razumovsky 1 and 5 courses (10 people respectively), we can conclude that the basis of a successful learning process for students is three aspects: the acquisition of high-quality knowledge, mastering a profession and obtaining a diploma.

Also, based on the data obtained, we can conclude: the older the course, the higher the desire to obtain a diploma, and not to acquire knowledge [4].

From the study of Shagivaleeva G.R. and Kalashnikova V.Yu., we can identify the main motives of students that underlie successful education at the university, namely: cognitive motives (acquiring new knowledge and becoming more erudite); broad social motives; pragmatic motives (to have higher earnings); aesthetic motives; status-positional motives; communicative motives; educational and cognitive motives (orientation to methods of obtaining knowledge, assimilation of specific educational subjects).

We conducted a survey on the social network "VKontakte" among 1st year students of the Institute of Mechatronics and Robotics of the Russian State University. A.N. Kosygin. The results obtained in our study are presented in the diagram (Figure 1) and allow us to conclude that students are most motivated by material rewards (65%), increased status (10%), and the opportunity to work in a prestigious position in the future (5%), other reasons (20%).

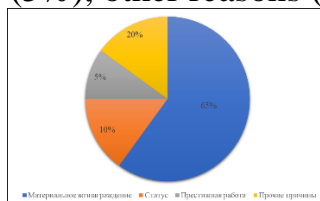


Figure 1 – The results of the survey "VKontakte"

In addition, it is very important for the student that the teacher is a mentor to whom one can turn for help. The teacher must strengthen the student's self-confidence. Every student wants to be treated with respect. D. Carnegie advises: "... do not skimp on compliments, recognize virtues (even those that do not exist), advance positive changes. Then your pupil will have more opportunities to become what you want him to be. Give the other what you want from him." All students are happy to attend classes if they are interested in their subject [5].

The results of theoretical and empirical research in this work are of great importance for the use of psychological motivational aspects in the educational process for successful student learning.

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НЕКОТОРЫЕ АСПЕКТЫ ЦИФРОВИЗАЦИИ ОБРАЗОВАНИЯ В КОНТЕКСТЕ ПЕДАГОГИЧЕСКОЙ ИНТЕГРАЦИИ

ON THE DIGITALISATION OF EDUCATION IN THE CONTEXT OF PEDAGOGICAL INTEGRATION

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The purpose of this paper is to study the possibilities of digitalization, its positive and negative aspects in Russia. This topic is the most relevant these days, as digital technology is already firmly entrenched in our everyday world, existing literally in all spheres of life of modern man. According to researchers, technology will only evolve with greater speed each year [1]. In view of these changes it is necessary to know clearly what the term digitalization itself means, how it can be implemented in the Russian education system and what issues may arise in doing so.

The concept of “digitalization” is believed to be first used in 1995 by Nicholas Negroponte, an American researcher from the Massachusetts Institute of Technology. In his book, N. Negroponte compares atoms and bits as the

smallest particles in the material and digital worlds respectively. In his opinion, what is put together from atoms can sooner or later be put together from bits as well [2]. Digitalization can be seen in several senses. Digitalization in general is the process of introducing digital technologies and transmission systems at the level of telecommunications networks, switching and control facilities, which transmit and distribute information flows in the digital form. Digitalization, in particular, is the process of moving from analogue to digital forms of information. Digitization of education includes, among other issues, the use of software, applications and other digital resources for e-learning, either at a distance or at school or university (for example, when certain tasks are carried out on a computer or tablet in class).

The Ministry of Science and Higher Education of the Russian Federation is now actively engaged in a set of activities aimed at achieving results in the digital development of higher education. In order to implement the activities for the formation of digital platforms in education, grants are planned for 2019 in accordance with Russian Government Resolutions No. 525 of 29.04.2019 and No. 570 of 08.05.2019. These decrees are a legal initiative for the implementation of digitalization in education, which in turn has several important objectives. For example, the introduction of innovative programs and applications, the development of online learning, and the professional development of teaching staff in the field of digital technology.

The US has been a pioneer in digitalization, applying new technologies through trial and error for over 60 years. Most of the educational innovations were created in the USA. Distance technologies have led to the emergence of new economic forms of education: e-learning, group learning with network interaction, and a mixture of these forms. Different organizations have opted for different variants in the use of distance education models in order to achieve certain goals. The development of technological factors has created an ideal environment for the development of for-profit colleges and universities. This is why mass non-interaction learning has only spread to for-profit universities and non-profit online universities. This is how the former have built an original business model, while the latter have increased the number of students, as education is no longer tied to a particular location. Thus, drawing on the experience of the US and other countries, the concept of digital education in Russia can be adjusted to achieve the highest goals, taking into account possible problems.

The national project “Education” is currently being implemented in the Russian Federation – it is about ensuring the global competitiveness of the Russian education and the possibility of developing talents. Namely, Russia will become one of the top 10 countries in the world in terms of the quality of general education, 20% of students by the end of 2024 will master individual courses and

disciplines, including online, using the resources of other educational organizations and universities, ensuring that the quality of students' training meets the world level [3].

“Education” includes eight federal projects. One of them is “Young Professionals”, which includes free one-stop access to online courses, digital portfolio and digital footprint in conjunction with the electronic informational educational environment (ЭИОС), the development of digital content. In parallel with these projects, a national program “Digital Economy” is being implemented to create a powerful and secure infrastructure of high-speed transmission, processing and storage of large volumes of data, which will be available to all organizations and households in Russia [4]. The digital education platform is based on several principles. Namely, partnership for joint platform development, mobile and paperless interaction, application of artificial intelligence and data factories, unification and technology of digital educational products, application of microservice architecture and others.

Currently, there are several promising directions of digitalization in higher education in Russia: electronic student card, electronic passbook, electronic education document, crediting of academic disciplines studied at various educational institutions online. Of course, digitalization does not imply a complete switch to an online learning format. So, in the near future, e-resources and blended learning will be used everywhere. This will help students to develop self-discipline and a sense of responsibility. More emphasis will be placed on self-education and independent study of the material on offer.

It is also necessary to consider the positive and negative aspects of digitalization at present. Positive aspects, such as the possibility of a blended learning format, can already be highlighted. This way, regardless of location, the necessary skills and knowledge can be acquired. A wider range of educational content is opening up to more people, regardless of their place of study or residence. In addition, by collecting data and then analyzing it, the educational process can be improved many times over, which can be useful, for example, for large flows of students with one teacher. One of the not so obvious advantages of digitalization is the economic justification. This is expressed in the reduction of the cost of producing paper and therefore of the need to cut down the forests that provide it [5]. However, there are also negative features of the introduction of more digital technology in the educational process. Namely, the deterioration of the physical and mental condition of students, because the lack of physical activity, a long stay in front of a monitor will inevitably lead to health problems. There is also a digital divide, manifesting itself in the lack of gadgets and internet connectivity for many people [6].

To summarize, digitalization cannot replace traditional learning. There are both advantages and disadvantages in this process, but these will only be fully

understood as time passes and the results of national and federal projects become clear. For the time being, we can only draw on the experience of other countries to ensure that digitalization has a positive impact on the entire field of education in the Russian Federation.

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**ЦИФРОВИЗАЦИЯ КАК ПРОЦЕСС
ПОВЫШЕНИЯ ДОСТУПНОСТИ ОБРАЗОВАНИЯ**

**DIGITALIZATION AS A PROCESS OF ACCESSIBILITY
TO EDUCATION IMPROVEMENT**

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Nowadays, education is one of the most important things in the life of any person under 25 years old. People under 18 study in schools or colleges, and then go to universities, where they continue to study for at least 4 more years. Thus, according to the research of the authors of the article, the percentage of people with higher and secondary education at the age of 25+ years old in some countries

such as Canada, Russia, Israel, Japan and the USA exceeds 48%, which indicates the importance of education for a modern person [1].

People go to school for between 4 and 8 hours a day, according to the report. Fewer people work and complete their educational path in parallel, while many people are freshmen at schools or colleges [1]. The importance of educated people for the economy of the country can hardly be overestimated: highly qualified employees build the economy of entire countries, because everything relies on them: science, modern technologies, medicine.

However, as practice has shown, it is not always possible to convey knowledge to a student. It doesn't matter whether it is COVID-19 or frost in the eastern regions, due to which students cannot reach school, there is only one solution to the problem – the digitalization of the education sector as such and the creation of remote lessons in particular. Author notes, the COVID-19 pandemic has disrupted education in more than 150 countries and affected 1.6 billion students [2].

As a result, many countries have introduced distance learning in one form or another. Distance education was an emergency response. Being aimed at all students, these measures were not always successful. The lockdown progressed, so did the training itself. Today, all educational institutions are fully open; however, the experience that was gained at that time is applicable in the current situation.

Nevertheless, they are already working on this problem. Scientists from TWIN conducted a study and came up with the main conclusions: the availability of technology is a necessary but not a sufficient condition for effective distance learning, regardless of the method of teaching and available technologies; and teachers play a crucial role. Regular and effective preliminary and continuous professional development of teachers is a key factor [3].

Education is an intensive communication between people: in order to be successful for distance learning, it must provide meaningful two-way interaction between students and their teachers. Parents are the key partners of teachers: the participation of parents played an equalizing role, mitigating some of the limitations of distance learning.

In response to the dramatic increase in demand, many online learning platforms have opened up access to their services, including platforms such as BYJU'S, a Bangalore-based educational technology and online tutoring company, that is currently the most respectful Edtech company in the world. Mrinal Mojito claimed that since the announcement of free online classes, the usage of the "Think and Learn" app has increased by 200% [4]. Based on this, we can conclude that for the effective operation of distance education, a number of factors must be met, starting with the availability of technology, ending with the coordinated work of the teaching staff with parents.

Steps for the further development of distance education are quite obvious. Mainly, this is the introduction of technology in the field of education and the ability to broadcast face-to-face classes in the Internet space. We can note the success of Edtech in this area. Even before COVID-19, there was already a high growth and adoption in education technology, according to the results of the report, with global Edtech investments reaching US\$18.66 billion in 2019 and the overall market for online education projected to reach \$350 Billion by 2025 [5].

Whether it is language apps, virtual tutoring, video conferencing tools, or online learning software, there has been a significant surge in usage since COVID-19. In the meanwhile, "Tencent" classroom has been used extensively since mid-February after the Chinese government instructed a quarter of a billion full-time students to resume their studies through online platforms.

As stated in the report, this resulted in the largest "online movement" in the history of education with approximately 730000, or 81% of K-12 students, attending classes via the Tencent K-12 Online School in Wuhan [3].

There are, however, challenges to overcome. Some students without reliable Internet access and/or technology struggle to participate in digital learning; this gap is seen across countries. For instance, it is noted that while 95% of students in Switzerland, Norway and Austria have a computer for school assignments, only 34% in Indonesia have it, according to OECD data [6].

It can be concluded that there is a progress towards the transformation of the education system all over the world. The aim of the heads of all countries is to build such a system so that everyone can gain knowledge. Indeed, in the modern world, there should be no barriers to becoming a highly qualified specialist.

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**КРЕАТИВНЫЕ ДИЗАЙНЕРСКИЕ ПЕРСПЕКТИВЫ:
МЕЖДУНАРОДНЫЙ ОПЫТ**

**CREATIVE DESIGN PERSPECTIVES:
INTERNATIONAL EXPERIENCES**

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Universities in the developed countries of the world offer students the freedom to choose a large part of their courses in order to encourage them to independently design their education according to their personal interests, goals and abilities. At the same time, the processes of restructuring the activities of teachers and students continue rapidly. In this regard, studying the best practices, programs and methods in the engineering education system of advanced European universities, choosing the most optimal options from them and introducing them into the national engineering education system will help to solve the above problems.

In today's fast-paced society, the demand for skilled designers is definitely increasing. Wide opportunities are being created in our country to train a number of creative, creative personnel such as architects, designers, constructors, and modelers, to improve their qualifications. The urgency of training such specialists is shown by the wide range of socio-economic, spiritual-aesthetic and innovative problems waiting to be solved with their participation in various sectors of the economy.

These are the hundreds of types of equipment, vehicles, clothes, machine tools, household appliances produced in our country, rapidly developing service, trade industry, industrial graphics engaged in their advertising and hundreds of other design objects to one style, uniform standard. that it does not have, it needs processing, improvement, unification with the intelligence of designers and constructors [4].

Here is a brief look at the history of design. Objects necessary for human activity were made by artisans individually or organized in small workshops in the past, but later, when technology improved and industry began to develop, they

were produced in large quantities in enterprises. At the beginning, the products and equipment were mainly prepared without a project, and on an industrial scale, it was difficult to prepare the product to be created without a project, sketch, and special images.

The reason is, firstly, that the products began to have a complex appearance, and secondly, the production process has accelerated. Therefore, special professions began to appear, working on projects, sketches, that is, creating new items and goods, complex equipment. Those who are well acquainted with the properties of the product, the material, and the process of its preparation, that is, the artists who know the secrets of engineering, are called constructors.

As society and industry began to develop, the need for aesthetically perfect products and objects began to be felt, and as a result, by the beginning of the 20th century, the word "creative design" and a new department of "Design" in the field of design (konstruirovaniye, modelirovaniye) of the world of objects, that is, to transform invisible industrial goods into beautiful, beautiful, a profession and specialty of design that can be raised to the level of a work of art [3].

As the world of objects of the human society increases, the field of design also expands and continues to conquer the aspects it needs from the composition of other fields and industries. In addition to "Industrial design", which includes dozens of branches, "Design of architectural environments", "Landscape design", "Interior design", "Robotodesign", "Doll design", "Clothes design", "Computer design", "Futurodesign", dozens of new branches and directions of design have appeared.

Foreign technical universities, is an innovative educational program that includes comprehensive (interdisciplinary) engineering courses for students who want to combine art and design with technology.

"Creative design" covers a wide range of activities. All objects that are the product of human thought (from bridges to airplanes, from chairs to products.

Design (in English "design" is a thought-out work, intention, project, drawing, picture) refers to various design activities aimed at forming aesthetic and functional qualities in the existing environment. In the narrow sense, design is artistic construction.

Creative designers creates new projects that are implemented in new idea generation, branding, various types of advertising and corporate identity. This profession is in demand in places where non-standard approach and advanced imagination are needed.

Artistic design is a component of the process of designing industrial products, the main task of which is to ensure maximum compatibility of the product with operational conditions, to create a harmonious overall shape and high aesthetic qualities. Engineering and artistic construction are two mutual and joint activities of the overall design process. The main principle of artistic

construction is the unity of utility and beauty, utility and aesthetics. Design theory is called technical aesthetics [1].

Technical aesthetics is a scientific science that studies socio-cultural, technical and aesthetic problems of forming a harmonious environment of objects created for human life and activity by means of industrial production. Technical aesthetics, which forms the basis of the theory of design, studies its social nature and laws of development, principles and methods of artistic construction, problems of professional creativity and professional skills of the designer-designer.

Artistic design cannot replace engineering design, therefore, together with it, they form complementary aspects in the overall process of creating new products.

Thus, creative design includes activities at the boundaries of art and engineering (Figure 1).

Usually we separate arts and engineering as separate fields and our students do one of them separately.

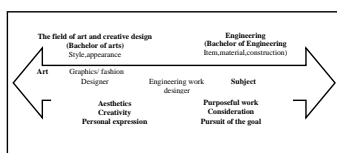


Figure 1 – Creative design, an activity at the boundaries of art and engineering

But many product development processes require a synergistic combination of these two areas, especially for high-end industrial products.

are no "super" designers who can do everything, but designers: with representatives of the artistic arts; will be able to work in cooperation with engineers.

Every day, every year, in order to meet the demand of our contemporaries, whose industry is developed and their taste is increasing.

hundreds of new goods, new forms are released to the consumer market. This item and the creators of forms are definitely designers. Modern design field is very narrow, and in terms of scale, it is very wide compared to other fields special "universe".

From today's designers, not only drawing well, but also - engineering, innovation, robotics, sociology, psychology and has the necessary knowledge of physiology, management and marketing basics to be To be knowledgeable about cultural history and our national values, new materials and structures, advanced technologies and advanced and keeping abreast of the country's design news required.

The design of Uzbekistan is an integral part of the world design system. Currently, clay culture is a meaningful formation, scientific-theoretical, creative undergoing an integration process.

The main task of creating a design product today is only to search for new forms of artistic thinking without being, but in accordance with the demands of the people, which are increasing day by day building new forms of innovative industrial culture is one of the priority manifestations of this noble goal.

Synthesizing construction, as well as working on the basis of scientific-theoretical, artistic-creative, innovative technology and modern information, practical experience and principles for the large-scale development of the field of design, which is just forming in our country, as a new huge potential that embodies functionality, imagery, artistry, as well as we think that the design education system should be revised taking these aspects into account.

In our opinion, in order to train quality personnel in creative design in our republic, the following should be implemented:

1. Encouraging children to design, architecture, innovation and creativity by organizing construction games, special lessons, activities, clubs from a young age.

2. Increasing the number of hours of classes aimed at increasing drawing and creativity in the educational system (taking into account that children understand faster through visual means than words) through informational means.

3. To create an opportunity for students to be in regular contact with production (in addition to the main current practices, to organize the work of talented students as apprentices in a company or private workshop at least 2 days a week after classes), to use the ancient "master-apprentice" traditions that have been very effective. continue in practice.

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**ОПЫТ ПСИХОЛОГИЧЕСКОГО ИССЛЕДОВАНИЯ СТИЛЯ
ОДЕЖДЫ «ЗУМЕРОВ»**

**EXPERIENCE IN PSYCHOLOGICAL RESEARCHING ON THE
ZOOMERS' STYLE OF CLOTHING**

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The worldwide pandemic has influenced our life in almost all the spheres of life. A great number of new technologies appeared and spread everywhere. The clothing style of the generation Z was formed during the covid and post-covid periods, when the Internet became even a bigger part of people's lives.

First of all, we should define the term “generation Z” and highlight the origins of the appearance of this phenomenon of the second decade of the twenty-first century.

According to majority of sources [1], the people of the generation Z can be characterised and defines as being born in the period between 1997 and 2012 and following the generation of aka millennials.

This classification of labelling of rather short periods of time starting with the end of the twentieth century seems remarkable especially due to its diverse the main reason of which can be found in the speedy technological progress.

The aesthetics tag began to gain great popularity on the Internet. These are pictures united by common stylistic codes and “vibe”.

If in science aesthetics is a branch of philosophy that studies the sensory perception and forms of beauty, then in popular meaning it is a set of visual images that set the mood. They withstand clothes, home interior and lifestyle in general. This is similar to subcultures that do not actually exist at this point in time, but still such a movement cannot be called a subculture in full.

Some Internet styles are dedicated to national cultures, some genres of literature and cinema, historical periods, others have absorbed musical trends. There is aesthetics on classical styles of art like Baroque, holidays, hobbies, seasons, there are styles that can be defined as a mixture of several separate trends.

In fact, any phenomenon can become an aesthetic if it has consistently repeated visual motifs. If you can add similar ones to a thematic picture, then you have a whole style in front of you.

The origins of Internet-aesthetics can be considered several points:

Japanese street style-street styles that came into fashion in the West in the late noughties: gothic lolita, decora, ganguro, mori girl, cult party kei, dolly kei. Young Japanese people who wander around Tokyo's Harajuku district in outfits that challenge the world of office workers have set the fashion for a narrow categorization of informal styles.

Tumblr of the 2010s. It was there that countless pictures began to appear, setting the mood. In the Russian Internet, such pictures lived in the public pages of the Vkontakte social network.

Resources dedicated to style and fashion. In the last few years, in blogs and on channels dedicated to this topic, the word “aesthetics” has become synonymous with the concept of “style”.

Replacing the word “style” with aesthetics shows the demands of society. If the style refers to the appearance, then the term “aesthetics”, based on a scientific definition, describes not only the appearance, but also the impact on the viewer, his mood, feelings from the image.

Zoomers are children of the media space. The virtual world leaves its imprint on the inner one, which is then projected onto the outer one. The outside world is not only clothes, it is also some household items. In one direction, there is an emphasis on homemade cakes, which defines it as an important part of this Internet aesthetic [1].

The interior is also not spared. If a person “lives” in the cottage style, which is dedicated to “slow” country life and vintage romance. He suggests exploring flea markets, knitting, etc., then in the interior of his house you can find such elements as light or muted colours, summer flowers in vases, ceramic plates and cups, a kettle that boils water on the stove, paintings with botanical illustrations.

The tendency to fragmentation of Internet aesthetics leads to the fact that buzzers are aimed at individuality, personal dissimilarity from others.

In generation Z, the attributes of ostentatious luxury fade into the background, the internal component has become more significant, despite the problems of this generation due to their existence on the Internet, they strive for self-development much more than previous generations.

Life on the Internet removes most of the boundaries in consciousness, thereby removing prejudices, which allows them to walk and live in accordance with the chosen aesthetics and it is easier to make new acquaintances. This leads to overcoming their complexes.

The absence of complexes, as well as the direction of naturalness, which is also quite popular among this generation, lead to a more comfortable existence [3].

The representatives of the generation Zoomers are sometimes called the generation of TickTock, and this nickname can show one of the main features of the youth of the age. There could be any other well-known and influential and

popular social media but TickTock being so mediocre and bright at the same time is a good example of the general attitude and role model of the Zoomers. They are strong and brave ready to any challenge and they strictly hold their beliefs and opinions.

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**ОНЛАЙН-ОБУЧЕНИЕ В ВУЗАХ:
УСПЕШНАЯ ЦИФРОВИЗАЦИЯ ИЛИ ОБЛЕГЧЕНИЕ ОБУЧЕНИЯ?**

**ONLINE-LEARNING IN UNIVERSITIES: SUCCESSFUL
DIGITALIZATION OR FACILITATION OF LEARNING?**

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Global digitalization has not been able to bypass any higher education institution. At the same time, the need for modern technology has contributed to the emergence of the COVID-19 pandemic, in view of which the Moodle platform was introduced into use.

The work of the online platform was to enable the following aspects: interactivity of learning; modularity and structuring of content; self-monitoring in learning disciplines; iterative repetition of learning material; technical and financial accessibility and others.

The most important advantages of distance learning are the following: accessibility, i.e., the possibility of obtaining knowledge in any environment;

economy of money and time – reduced costs for transfer to the university, as well as the disappearance of the need to travel somewhere in order to study;

unlimited – you can study on the platform 24/7;

lack of subjectivity in the evaluation of knowledge – with this kind of training the appearance of the learner, or his performance in other subjects has no influence on the evaluation, at the same time, the human factor of the teacher is excluded (the system automatically calculates the evaluation for knowledge control);

safety for health – in the absence of large crowds of people the risk of illness is reduced;

easier access to education for people with disabilities – universities are not equipped with all the necessary facilities for the free movement of such people, so this is the best way to learn.

At the same time, with distance learning a student can study the material at an individual pace and order, which is a significant advantage.

Everything must be in balance, so distance learning, in addition to the advantages, has disadvantages. The following will be relevant to them:

lack of real communication between the teacher and the student, due to which it appears impossible to build an individual plan for the learner if necessary;

the lack of a meaningful level of control – while taking the test in online format, the student can use some kind of auxiliary means, which is impossible or very difficult to do in person;

decrease of students' free time – if their workload decreases within the university, it increases outside it, which may demotivate students to complete their homework with high quality;

technical capacity limitations – often students may face failures in the platform itself due to its workload, as well as the problem of the stability of the Internet.

In the case of a student receiving education entirely in a distance format, the disadvantage is the lack of experience in teamwork, which can have an extremely unpleasant effect on his or her future activities.

The online format of learning allowed instructors to monitor both the students' learning and their perception of the material they were learning independently, even outside the university, which was a novelty for both the students and the learning links.

However, it remains to be seen: is this format of learning an approbation of the development of digital technology or just a simplified system for acquiring knowledge?

In case we oppose a version of the facilitated learning system and are supporters of the view of the manifestation of evolving digitalization, it is necessary to provide relevant evidence.

First, the system of e-learning Moodle is translated into more than 100 languages, which already speaks about the scale of its use (large universities carry out distance learning through Moodle).

Secondly, it would be appropriate to note the functionality of this online platform:

1) formation of online courses – text documents, presentations and videos can be combined into a training course, which will be available to all students or a separate group;

2) testing – in Moodle built-in test editor, which by default is available 15 types of tasks: from choosing one correct answer to drag and drop objects, however, it is possible to limit the time for solving the test and the number of attempts to combat cheating, the advantage is that the system automatically checks answers, shows the errors and indicates the score;

3) forum and comments – to contact the instructor, ask questions, or discuss the topic of the class, students can leave comments under the courses or start conversations in the built-in forum;

4) knowledge base – it's an archive of training materials constantly available to all users, i.e. at any time students can enter the knowledge base and find the necessary lecture, presentation, video lesson, etc;

5) mobile learning – the service has a mobile application that allows you to take courses and solve tests with a tablet or smartphone;

6) training statistics – Moodle monitors the students' progress and makes reports for teachers, for example, shows how much time it took students to pass the course or test, what mistakes were made in the test, etc. [1].

In contradiction to the first theory, we can say that online learning has a negative impact on the "student" state of students in terms of procrastination – since deadlines are usually specified by the semester deadline, most students prefer to do tasks when the deadline comes. Moreover, with continuous "gulping" of information by studying it through a computer, laptop, smartphone or something similar, students do not always take a break, primarily for their eyes, which can later affect their eyesight. Thus, based on all of the above, it can be noted that the distance form of education can and in some cases completely replaces the traditional form of education.

Is this a good signal? In order to get a clearer answer, a survey was conducted among students, teachers at various universities, as well as individuals who have not experienced online learning (Fig. 1).

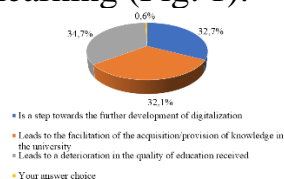


Figure 1 – Generalized results of the study

According to the data in the figure we can note that the sphere of online learning is both a positive factor in the process of gaining knowledge because of its facilitated form, and negative due to the lack of a meaningful level of control and real communication between students and teachers – the percentage difference in the response options is not significant.

It would be appropriate to "break down" the data obtained by the interviewed links – students and teachers, while excluding those who are not faced with this format of obtaining knowledge (Fig. 2).

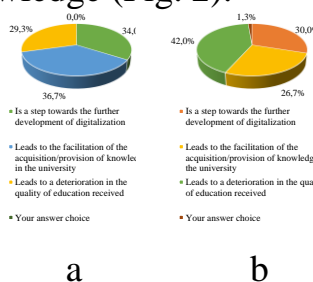


Figure 2 – Survey results among students (a) and teachers (b)

According to the figure we can say that a significant proportion of learners preferred to vote for the option of facilitating the acquisition / provision of knowledge, and the lion's share of teachers' votes was attributed to the deterioration of the quality of education received.

At the same time, there were opinions expressed by the learning link that the online format of obtaining knowledge provides access to higher education to a wider range of people, and also noted the importance of obtaining the first higher education in full-time form, as students must develop skills to work in a team for its future business activities.

At the convention, we concluded that the transition to online learning is both a major step towards total digitalization and a huge challenge in terms of ensuring a high level of training for students within the walls of universities , the evidence of which was given earlier.

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УДК 378

ДИСТАНЦИОННЫЕ ТЕХНОЛОГИИ В ОБРАЗОВАНИИ

FERNTECHNOLOGIEN IN DER AUSBILDUNG

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In der heutigen Welt hat sich eine Informationsgesellschaft gebildet, in der intelligente Prozesse massiv geworden sind, was zu steigenden Anforderungen an Mitarbeiter und ständiger Fortbildung führt. Aufgrund der hohen Beschäftigung der Bevölkerung erfreut sich die Ausbildung mit Ferntechnologien immer größerer Beliebtheit.

Nach einigen Studien entwickelt sich der russische Markt für Fernunterricht aktiv und im Jahr 2018 betrug das Marktvolumen etwa 28,9 Milliarden Rubel. Nach einigen Schätzungen beträgt das durchschnittliche jährliche Marktwachstum 17-20%. Bis 2021 lag das Marktvolumen bei 53,5 Milliarden Rubel. Der Anteil der Online-Bildung an der Bildungsstruktur im Jahr 2021 betrug etwa 2,6%.

Ein wichtiger Faktor, der den Bedarf und die Entwicklung von Ferntechnologien und E-Learning erhöht, ist die schnelle Entwicklung von Technologie und Gesellschaft als Ganzes. Die Auswirkungen dieser Bedingungen erfordern Bildungsforschung und erfordern, dass Bildungseinrichtungen wirksame und wirksame Systeme entwickeln, um den Bedarf an Fernunterricht zu decken.

Dementsprechend haben sich auf globaler Ebene neue Wege des Lehrens und Lernens entwickelt, von denen E-Learning am wichtigsten ist. E-Learning ist zu einer Realität geworden, die nicht ignoriert werden kann, insbesondere für diejenigen, die im Bildungsbereich arbeiten. Die Notwendigkeit, sich der Probleme des E-Learning, der damit verbundenen Konzepte, Fähigkeiten, Werkzeuge usw. bewusst zu sein. Bevor Sie sich jedoch mit diesem Thema befassen, müssen Sie die Bedeutung und Definition der Begriffe «E-Learning» und «Ferntechnologie» besprechen.

Gemäß dem FZ "Über Bildung in der Russischen Föderation" [1, Artikel 16]: "Unter elektronischem Lernen versteht man die Organisation von Bildungsaktivitäten unter Verwendung der in Datenbanken enthaltenen und bei der Umsetzung von Bildungsprogrammen verwendeten Informationen und deren Verarbeitung durch Informationstechnologien, technische Mittel sowie Telekommunikationsnetze, die die Übertragung der angegebenen Informationen

über Kommunikationslinien ermöglichen, sowie die Interaktion von Lernenden und pädagogischen Arbeitnehmern. Unter Fernbildungstechnologien werden Bildungstechnologien verstanden, die hauptsächlich unter Verwendung von Informations- und Telekommunikationsnetzen in der vermittelten Interaktion von Lernenden und pädagogischen Arbeitern realisiert werden. » Ferntechnologien können daher auf verschiedenen Ebenen im Bildungsprozess eingesetzt werden. Im Moment werden Ferntechnologien in der Ausbildung überall eingesetzt.

Die Mittel des schnellen Zugriffs auf Informationen über Computernetzwerke bieten qualitativ neue Möglichkeiten für Fernunterricht. Die entwickelten Mittel der Telekommunikation, die Verwendung von Satellitenkommunikationskanälen, die Übertragung von verpackten Videobildern über Computernetzwerke werden aktiv in der Praxis der Fernerziehung verwendet. Die individuelle Arbeit mit elektronischen Lehrbüchern ermöglicht ein tiefes Verständnis und Verständnis des Materials. E-Mail ist die effektivste Technologie, die im Lernprozess verwendet wird, um einen wesentlichen Teil der Schulungen zu liefern und das Feedback des Lernenden zum Lehrer bereitzustellen. Es hat jedoch eine begrenzte pädagogische Wirkung, da der Dialog zwischen Lehrer und Schülern, der in der traditionellen Form des Unterrichts angenommen wurde, nicht realisiert werden kann. Der Online-Zugriffs-Modus ermöglicht eine schnelle Übertragung des Lernmaterials.

Bei der Identifizierung der Hauptprobleme im Bereich des Fernunterrichts stellten sich die Antworten wie folgt heraus: Das Problem der Anerkennung von Dokumenten über den Fernunterricht wurde nicht gelöst; Zweifel der Arbeitgeber an der Qualifikation von Fachkräften mit Fernstudium; Oft werden Fernunterrichtsdienste von skrupellosen Organisationen angeboten. Gleichzeitig wiesen 49% der Absolventen auf eine unzureichende staatliche Kontrolle über Bildungsaktivitäten hin, 26% der Absolventen argumentieren, dass nicht alle führenden russischen Universitäten Fernunterricht anbieten. 22% der Studenten gaben wiederum an, dass der Fernunterricht keine Erholung vom Militärdienst bietet und die vorgeschlagenen Fernunterrichtsprogramme nicht immer den Bildungsbedürfnissen entsprechen.

Lehrer nannten die Hauptprobleme von DL als unzureichende Kontrolle der erworbenen Kenntnisse und Fähigkeiten, geringe Qualität des Fernunterrichts (48%). Die Meinungen der Arbeitgeber zu den Problemen im Bereich des Fernunterrichts stimmen fast mit der Meinung der Lehrer überein. Hinzu kommen die Zweifel an der Kompetenz von Fachkräften (88%), die ungelöste Frage der Anerkennung von im Fernabsatz erhaltenen Bildungsnachweisen (70%).

E-Learning und die Anwendung von Ferntechnologien in der Ausbildung implizierten einige charakteristische Merkmale für den Lernenden, der sich für den Prozess der Bildung interessiert: die Vorteile von Bildung erkennen; Lernansatz als Problemlösung; die Fähigkeit, Ihre Zeit zu verwalten, ein

geeignetes Lerntempo zu finden; gezielter Erwerb bestimmter Kenntnisse usw.; E-Learning und die Anwendung von Ferntechnologien haben einige Vorteile, zu denen man zählen kann; flexibler Zeitplan, bei dem sich jeder Schüler die Zeit und den Ort für das Lernen aussuchen kann; E-Learning verbessert die Effizienz von Wissen und Qualifikationen, indem es den Zugang zu einer großen Menge an Informationen erleichtert; Bereitstellung von Möglichkeiten für die Kommunikation zwischen den Schülern durch Diskussionsforen. Dadurch können Barrieren beseitigt werden, die die Teilnahme behindern, einschließlich der Angst vor der Kommunikation mit anderen Schülern, sowie der Austausch und die Achtung verschiedener Perspektiven entwickelt werden; Wirtschaftlichkeit durch Reduzierung der Mietkosten; Berücksichtigung der individuellen Unterschiede der Schüler. Einige entscheiden sich dafür, sich auf bestimmte Teile des Kurses zu konzentrieren, während andere bereit sind, den gesamten Kurs zu überarbeiten; E-Learning hilft, den Mangel an Lehrkräften, einschließlich Ausbildern oder Lehrern, auszugleichen.

Trotz dieser Vorteile sind das E-Learning-System und die Einführung von Ferntechnologien in die Bildung unvollkommen. Die Bewertung der Qualität eines solchen Lernens erfordert einen systematischen Ansatz, bei dem das Problem auf allen Ebenen behandelt wird. Es gibt drei Hauptkomponenten, die das gesamte System charakterisieren: Technologieplattform, Inhalt, pädagogische Komponente, von denen jede eine detaillierte Analyse erfordert. Die Entwicklung und Implementierung eines Programms mit Ferntechnologien ist eine wichtige Aufgabe der modernen Bildung.

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УДК 028

КАК ЭЛЕКТРОННЫЕ ГАДЖЕТЫ МЕНЯЮТ ПРАКТИКИ ЧТЕНИЯ

HOW ELECTRONIC GADGETS ARE CHANGING READING PRACTICES

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Reading plays a huge role in human life. Books help to learn something new, keep up a conversation or show off the erudition in the company. Besides, a person who feels lonely, with the help of a good story can quickly distract himself from depressing thoughts, better understands the world and the people around him.

Reading plays different roles in the society: informational, intellectual, cultural, communicative, cognitive, educational, professional, practical, entertainment and leisure, political and ideological, etc., while the significance of each of them changes over time. Thus, currently there is a rethinking of the socio-economic and political-cultural role of reading in connection with the onset of the period, which S. Hall, the editor of the book “New Times” [1], called a revolution, a revolution in the world of reading.

The word “gadget” was borrowed from the English language where it is used by native speakers as a substitute for the name of any technical appliance that had a complex or unknown name. In Russian, it means the latest technical device whose important characteristic is compactness. Compact gadgets are designed to make people’s lives easier. Back in history, the patent for the first telephone was issued to Alexander Graham Bell on March 7, 1876. Since 1871, he has been working on a harmonic telegraph that would allow several messages to be transmitted over wires at the same time. In an attempt to improve this idea, which was supported by investors, he was puzzled by the way the human voice was transmitted. By 1875, together with his partner Thomas Watson, he had created a receiver that could convert electricity into sound [2].

After a century-long way of gadgets’ evolution, there came a E-book reader. The term “E-book” comes from the English phrase “electronic book”. The main difference between this group of computer devices from PDAs, tablet PCs or subnotebooks is limited functionality, as well as significantly longer battery life. The latter is achieved through the use of E-ink or SiPix technology, the so-called electronic paper. The history of e-books began back in 1971. Then there

was no Internet, no personal computers, and mobile phones were the size of a suitcase. But there were already large computers, and Michael Hart, a student at the University of Illinois, managed to get almost unlimited access to one. The first electronic text was the American “Declaration of Independence”, which Hart carried in a backpack. The student named his initiative “Gutenberg Project” in honor of the famous first printer. Gradually, the project expanded, other participants joined it. Today there are thousands of online libraries on the internet, paid and free, providing books in different formats and on different topics. In the Russian-language book search engine eBdb.ru one can find more than 1.5 million indexed files [3].

Nevertheless, the opinions of ordinary users about the new practice of reading differ.

“Some people say that their perception of the text varies greatly depending on the medium (in terms of speed, assimilation of information), but this is not my case. I am omnivorous in terms of carriers. I think in most cases it is a matter of experience and habit. My fellow editors cannot read e-books because they have been working with paper for many years and look at the book with a professional eye: do fonts, margins and content harmoniously combine in this layout? Then they open the electronic version (not PDF), and there are hanging lines, corridors of spaces, five hyphenations in a row – a terrible dream! But sometimes they read – they have to (especially when they want to read a book before it arrives from the printing house)” [4].

“I went back from e-books to paper books. Or even so – combined one with the other. I’ve been reading electronically for a long time, I even bought a reader. Super comfortable, economical. But at some point I got tired of the endless screen. I wanted to rustle the pages. While I’m replenishing the paper library and I’m happy, but I still upload a lot of things to the reader. I also appreciated the audio format: it’s very convenient in the car. I don’t understand the need to divide “either – or”: only paper, only e-books, only audio, and so on. What for? I just do what’s convenient in the moment, and that’s it” [4].

American scientists have found out that when reading information on gadgets, the speed of information assimilation decreases. The researchers conclude that this is influenced by the size of the display and the font selected. This comes from an experiment conducted by the scientists. Within its framework, 40 people (30 with normal eyesight, 10 with poor eyesight) read 48 stories from the fairy tales of the Grimms brothers. Each was presented on a laptop, tablet and smartphone and in one of eight font sizes. It turned out that in order to achieve 80% of the maximum possible reading speed, it is necessary that at least 13 characters are displayed in one line. For people with poor eyesight, 8 characters per line are required [5].

Among the unequivocal advantages of reading books on electronic media is that they are compact, always at hand and more accessible than paper versions, since it is sometimes easier and cheaper to find a work on the internet than to buy it in a store [6].

Meanwhile, most readers agree that it is easier to perceive information by flipping through an ordinary book. Tactile sensations play a role, the ability to turn pages, look at the table of contents, feel a special book smell. Readers of paper publications remember the text better, since a quote they like can be subconsciously “tied” to a specific place on the page, as well as to the circumstances in which the text caught their eye. Whereas an e-book is perceived as a faceless stream of information, reading the same type of texts is tiring, and memorizing without reference to images requires more concentration [7].

According to a study by Italian scientists, the results of which were presented to the world community in 2014, reading from paper contributes to better assimilation of information. A similar experiment was repeated with adults: a group of students was divided into two parts: some read a fiction story through a special application, others – in the paper book. The results were stunning: the second group was able to reproduce the plot of the work almost completely, including the smallest details, while the boys and girls from the first could not boast of the same [8].

From the neurobiology point of view, a person perceives a paper and an electronic book in different ways. The difference is mainly in the physical sensation. It would seem that such a small thing as turning pages affects the quality of data memorization.

Yet the main argument against electronic literature is harm to health. Ophthalmologists note that screens spoil vision due to the spectrum of light and the strength of radiation. In contrast, paper pages are safe for the eyes if you keep the book at the right distance and in good light and do not read lying down. For many years now, experts from different countries have been repeating the same thing: falling asleep in an embrace with a smartphone is harmful. And it’s not only the negative effect of the screen on the eyes, but also the quality of sleep, which is significantly reduced from the continuous use of any devices, including e-books. Paper books, on the contrary, help to improve sleep. Problems, stress, fatigue – it’s easy to forget about all this, plunging into other worlds, without harm to health.

Nevertheless, it is obvious, that the advent of gadgets and the Internet has greatly simplified our lives, now all the necessary information, a notebook with notes, books – everything is at hand. Many specialists and common people argue that printed books will soon disappear altogether, because it is much more convenient to read a book on the phone and not to carry a whole volume with you [9]. In addition, it is very eco-friendly and saves money as well. On the other hand,

books in the printed version are still sold in the stores and are popular. And the paper book itself, when we hold it in our hands, carries more value than the same downloaded book in the gadget.

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ТРЕНДЫ В ВЫСШЕМ ОБРАЗОВАНИИ В ОБЛАСТИ ИСКУССТВА

TRENDS IN ART HIGHER EDUCATION

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In the modern world almost all areas need to be changed in order to remain relevant and comply with new requirements. Education is not exception, and this is understandable: it is the starting point between access to knowledge and the acquisition of skills for the profession. This is especially true for higher education, so it is important that the learning process meets modern requirements. The field of art is especially prone to new trends because every creative person wants to show his individuality and revise the usual standards. The modernization of general art education in Russia has identified vectors that are associated with the consonance of traditional and innovative approaches, expressed in the updated content of general art education, new forms, methods, technologies, use of modern art materials and design solutions [1]. Consider, what trends in art higher education are in foreign countries.

First of all, this is a close connection between universities and industry, which is especially typical for Italian educational institutions. Italy is the capital of fashion and design. Italy's dominance of the fashion industry began with a fashion show at the residence of Giovanni Battista Giorgini in Florence in 1951. This country is home to leading design studios, the headquarters of fashion houses Prada, Gucci, Moschino, Dolce & Gabbana, as well as the key events of Milan Fashion Week, Fuorisalone, Pitti Uomo and others. Outstanding representatives of the profession teach at universities, and educational projects are carried out for real customers. Lectures and workshops are held in museums, design studios and fashion shows. Students train in leading companies in the world. Italian education in design and fashion is highly valued all over the world, and the leading universities have an excellent reputation among employers. For example, among the graduates of Istituto Marangoni there are Franco Moschino (Franco Moschino), Domenico Dolce (Dolce & Gabbana), Alessandra Facchinetti (Tod's). Among the partners there are such global brands as Harrods, Nokia, L'Oréal, Giorgio Armani, Versace, Dolce & Gabbana, Prada, Gianfranco Ferré, Gucci. This allows to join the intricacies of the fashion and design industry. Also,

students learn from leaders and participate in their projects. In addition, the campuses are located in the main capitals of fashion and design [2].

Besides, education includes experiencing international travel and cultural exchange. For example, the Royal College of Art (RCA), an institution of higher education in the UK, which offers education in the areas of art and design, opens two available routes as part of Global Innovation Design (GID): you either go to Keio University in Tokyo and then the Pratt Institute in New York or Tsinghua University in Beijing and then Nanyang Technological University in Singapore. These cultural exchanges are a third of time on the program, so they're really important. Including London, every person is able to study design in three different cultures. «Immersing yourself in different cultures broadens your perspective and ways of thinking; it opens up to new possibilities and you become less linear in thinking. This creates opportunities to reflect, to see your own design practice through a different lens» [3].

Additionally, knowledge about the specifics of other countries helps take design projects together which helps to solve environmental problems. For example, the designers at the Royal College of Art (RCA) are transforming our future, with themes ranging from self-healing materials to flooding in Venice to reimagining smoke alarms: «I am currently working with the government of Venice to improve flood preparedness – looking for innovative, transdisciplinary approaches that increase the resilience of communities at risk from environmental disasters. Venice has always lived with high tide phenomena but exceptionally high tide events are increasing. The last disastrous one in 2019 generated considerable damage – no one would have expected something like that. So far I am designing communication tools with and for citizens, such as apps, physical products in the city system, language and tone of voice of newspaper articles – basically, systems to alert citizens correctly, preparing them in advance and putting them in control of the situation» [3]. Furthermore, Marco Da Re admitted that for the first time RCA gave him the opportunity to collaborate with government agencies, introducing design methodologies that were not used: «On the GID programme we learned new design, technology and leadership skills with a deep understanding of contexts and culture, with the ultimate purpose of having a long-term positive impact on people and the planet» [3].

However, informatization and digitalization can be called the main vector of education development. Digital technologies have firmly established themselves in the fashion industry. For example, Istituto Marangoni has caught on to this trend and introduced programs in relevant digital areas: marketing, communications, media, design and content [4]. Moreover, it is worth noting the constant practice with advertising agencies that are associated with computer technology. Also, University of the Arts London's (UAL) Creative Computing Institute (CCI), which explores technology shaping our world and prepares a new

generation of talent to shape it, is launching new courses (published date: 24 October 2022) in Computer Science, Data Science and AI, and Creative Robotics. UAL views of computational practices as a key pillar of creative agency in the 21st century [5]. Let's say a few words about American institutions of higher education. Firstly, it is an orientation towards the equality of students of different ethnic groups, social status and other factors. For example, the leadership of The New School University claims that all their work «involves critical inquiry and creativity aimed at fostering a more fair and equitable world» [6]. Such methods of becoming a person, in their opinion, make it possible to promote an inclusive new vision for society. The university brings together local citizens, Asian, African American and other students, today in the educational institution more than a quarter of the students are foreign people, which allows for the development of cultural exchange [6]. Secondly, online education is becoming an increasingly common option. Currently, one-third of USA higher education students are taking at least one online class. Also, in the United States enrollment in online courses has more than quadrupled over the past 15 years, and online learning is gaining popularity around the world [7].

The next point is an interdisciplinary approach in education. In an attempt to structure chaos people have identified areas of subject knowledge: mathematics, natural sciences, literature, art, and others. Each subject area developed independently, knowledge became more and more deep, and specialists became more and more narrow. But such a classical approach is increasingly being criticized: studying the phenomenon from one angle, we do not see the full picture. Alternatively, more universities are beginning to take an interdisciplinary approach, where students explore each topic simultaneously from the perspective of several academic subjects. In many European and American universities students can already choose two majors. This develops the horizons for creative persons because art is in many ways connected with other areas. An example is figure skating: the plots of works of art are invested in the basis of sports programs. Proponents of an interdisciplinary approach argue that studying a topic from the point of view of different subject areas gives a deeper and more holistic understanding, develops critical thinking and opens up new horizons for science [8].

Summing up, we can say that in the modern world globalization has spread to education in the field of art. The formation of an interdisciplinary approach allows students to develop in different areas. Practices in higher educational institutions are aimed at cultural exchange of different countries and introducing students to work with foreigners. It broadens one's horizons and helps in professional growth. In addition, knowledge of the specifics of the problems of other countries is possible to create projects to improve the environmental situation. As mentioned earlier, the fashion and design industry, through studying

in the capitals of this branch, allows you to study among professionals and create projects with the support of world brands. All this is impossible to imagine without the process of informatization and digitalization in the learning process. The use of computer technology simplifies the implementation of design projects and expands the possibilities for the development of this industry. All of the above trends make it possible to develop higher education in the field of art and accelerate the formation of the educational process as a whole.

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ОКСФОРД – УНИВЕРСИТЕТ С ИСТОРИЕЙ И ВОЗМОЖНОСТЯМИ

**OXFORD – THE UNIVERSITY WITH HISTORY AND
OPPORTUNITIES**

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As it is known, education provides stability in life, and it is something that no one can ever take away from you. By being well-educated and holding a university degree, one increases his chances for better career opportunities and opens up new doors for himself. The aim of the given article is to describe the university of Oxford as the one where students are taught new ways of thinking and acquiring problem-solving skills.

The University of Oxford is the very first university in Great Britain, the first English-speaking university in the world, the second among the oldest universities in Europe. The university is located in the UK, in the city of Oxford, on the banks of the river Thames. In addition to specialized faculties, it includes 38 colleges, 6 permanent private halls. It is not exactly known when the history of Oxford University began, but there is evidence that classes were already held here at the end of the 1st century AD, and more specifically since 1096. The prohibition of 1167 for the English-speaking students to study at the Sorbonne contributed to the acceleration of the development of Oxford. Initially, mainly clergy were trained here and they did not have much money. After the Middle Ages, education at Oxford became compulsory for all members of high society [1]. The historian Gerard of Wales read lectures to students as early as 1188, and the first mention of foreign students was in 1190. The first foreign student was documented as “Emo of Friesland”. The head of the university was, and is to this day, the chancellor. Non-English British students were divided into northern (Scots) and southern (Irish and Welsh). In later centuries, geographic affiliation continued to influence many students as friendships between colleges or dormitories became the custom. Members of many monastic orders, such as Dominicans, Franciscans, Carmelites, Augustinians, settled in Oxford in the middle of the thirteenth century; they influenced and supported the student houses. Around the same time, colleges were established by private benefactors to live as independent student communities [2].

Among the first were William Durham, who founded University College, or Oxford in 1249, and John I, father of the future King of Scotland, after whom Balliol College is named. The English Lord Chancellor and founder of Merton College, Walter de Merton, developed the rules for the colleges. Merton College became a model for other colleges at Oxford and Cambridge. After that, many students abandoned life in permanent private halls and religious houses and moved to colleges.

In 1333-1334, several disaffected Oxford scholars attempted to establish a new university at Stamford, Lincolnshire. Protests began to come from Oxford and Cambridge against King Edward III, and he forbade its creation. Until the 1820s no new universities were allowed in England, not even in London, and Oxford and Cambridge maintained a monopoly.

If, with the passing of time, the members of high society were obliged to pass through Oxford, in the Middle Ages this was still far from reality. Only clergymen studied there, they rented rooms from local residents and were often poor.

In 1879, Somerville College became one of two newly formed educational institutions set up at Oxford to educate women: Lady Margaret Hall which was under the influence of the Church of England, and the second one was Somerville as a non-religious institution. In 1920 the degrees awarded by them were recognized as Oxford University. Also, it is worth mentioning the structure and organization of the university, which has been preserved since time immemorial. The university consists of 38 colleges, as well as 6 permanent private halls. Exams, most lectures, and labs are organized centrally, while colleges conduct individual student sessions and seminars.

What is Oxford today? Currently, more than 20 thousand students study at Oxford, about a quarter of them are foreign. Their number increases vastly in the summer, when summer language schools are open. The Chancellor of Oxford is Sir Chris Patten. Women were admitted to Oxford only in the 1920s, as it was mentioned above, however, segregated education was already abolished in the 1970s.

The staff of Oxford teachers is huge. It is almost 4 thousand people, 70 of whom are members of the Royal Society, more than 100 are members of the British Academy [3].

Oxford uses a unique “tutorship” system in teaching. It means that each student is given personal care by a specialist in the chosen specialty. The main areas of student training are humanitarian, mathematical, physical, social sciences, medicine, life and environmental sciences.

But how to enter the university, after all that was listed above? The answer is simple: to study hard and diligently, and to love and enjoy the entire learning process. But still, there are more details about admission.

In October-November, before the planned start of the year of study, applicants apply to colleges. A special commission considers grades (only excellent, i.e. A-level), letters of recommendation, and conducts interviews. In some cases, the prospective student may be asked to show their written work and take the institution's own written tests. School examinations in the UK are standardized and are not conducted by schools, but by central examination boards accredited by the state. Since places at the university are offered before most applicants have completed their school exams, students are usually accepted on the condition that their grades at the beginning of the academic year will not be lower than the agreed score. You also need to know English as well as an Englishman: according to IELTS certificates – 7.0, TOEFL Internet - 110 according to the latest data. Tuition is paid: living expenses per year about 8 thousand pounds. Tuition fee depends on the chosen specialty. For admission to the magistracy and postgraduate studies, candidates apply to the relevant faculty. It is also worth noting that it is not allowed to apply in the same year to Oxford and Cambridge Universities at the same time [4].

It is true that there are many universities all over the world. Why should one prefer Oxford but not any other one? There are some definite reasons for it. Oxford University rightfully occupies its leading position among all higher educational institutions in the world, and it is possible and worth fighting for a place in this “scientific laboratory” only if there is an inner confidence in the correctness and necessity of this choice. This is a place where everything is saturated with the history of generations of scientists, politicians, writers, inventors, i.e., people who have left their significant contribution to history. So, when looking for a place for ambitious and open-minded graduates, Oxford is definitely the place that will provide opportunities for self-realization. And more. The location of Oxford is extremely convenient. And those green spaces, which are a lot, are for your pleasure. There is nothing better than fresh air to relax and forget about all the study stress. There are plenty of open spaces in Oxford where you can go and take in some vitamin D during the spring, summer and sometimes even autumn months. Some of my suggestions are South Park, the Christ Church Meadow, the University Parks and the Botanic Garden. Then, diversity. Walking around the city, you will hear different languages and accents. You will also be able to find food from all around the world: France, India, Thailand, Brazil, Italy, Japan, and many others. In spite the fact that the atmosphere in Oxford is quite British, this doesn't mean you will feel like an outsider here at all. For those who are culturally minded, they will love Oxford too as there are many museums there. The most famous museum is the Ashmolean, where you will find art and archaeology exhibitions, but you might also want to explore the Pitt Rivers Museum, the Oxford University Museum of Natural History and the Museum of the History of Science. The beautiful city of dreaming spires will make you feel

like you are living inside a Harry Potter film. With a history that dates back to the Saxon period, you will be able to find several different types of architecture by just going for a walk in the city center: Medieval at the Oxford Castle, Gothic at Magdalen College, Neoclassical at Queen's College, just to name a few. Thus, any student can find something that he is interested in.

So, we can conclude that Oxford is an amazing place because of its tradition, but the tradition itself is optional. You can come here and definitely tailor your experience. Similarly, the emphasis on independent learning allows you to structure your work around your play so you can almost always get to that training session. The tutorial system is an amazing and unparalleled way of learning, and the rapport and discussion with the world's best academics is hugely rewarding activity and develops your critical skills and ability to structure a great argument.

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ИНФОРМАЦИОННАЯ ТЕХНОЛОГИЯ ДИПФЕЙК И ЕЕ ЗНАЧЕНИЕ В СОЦИАЛЬНОЙ СРЕДЕ

DEEPFAKE-INFORMATIONSTECHNOLOGIE UND IHRE BEDEUTUNG IM SOZIALEN UMFELD

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Mit Hilfe von Programmen, Anwendungen und entsprechender Software ist bereits jeder ohne Vorkenntnisse in der Lage, Filme zu erstellen, die täuschend echt aussehen. Gesichter und Stimmen können in Echtzeit ausgetauscht werden und Personen in einem anderen Kontext präsentieren. Menschen sagen Dinge, die sie nie gesagt haben, oder handeln, die nie passiert sind.

Die Qualität von Deepfakes verbessert sich weiter, da die Rechenleistung wächst und die Leistung der künstlichen Intelligenz in einem schwindelerregenden Tempo wächst. Es wird immer schwieriger, authentisches Material von künstlich erzeugtem oder verändertem Material zu unterscheiden.

Der Begriff Deepfake bedeutet, Video- oder Audioinhalte mit künstlicher Intelligenz (KI) zu verfälschen oder zu verändern. Künstliche neuronale Netze und Verfahren des maschinellen Lernens werden beispielsweise eingesetzt, um Gesichter in Videosequenzen durch Gesichter anderer Personen zu ersetzen. Einige Deepfake-Methoden funktionieren in Echtzeit.

Das Wort Deepfake setzt sich aus den beiden englischen Begriffen „Deep learning“ und „fake“ zusammen. Für Deepfake werden künstliche neuronale Netze und maschinelle Lernverfahren (Deep Learning) eingesetzt. So ersetzt die Software beispielsweise Gesichter in bestehenden Videosequenzen, lässt fremde Texte sprechen oder verändert die Bewegungen von Personen. Die von Ihnen erstellten Inhalte wirken authentisch und authentisch. Sie sind oft schwer als Fälschungen zu erkennen.

Dank steigender Rechenleistung und immer leistungsfähigerer künstlicher Intelligenz verbessert sich die Qualität von Deepfakes stetig. Mittlerweile gibt es Programme und Anwendungen, mit denen auch Laien ohne spezielle Kenntnisse in der Videobearbeitung hochwertige Deepfakes erstellen können. Die Programme erzeugen einen Deepfake nahezu selbstständig, ohne manuellen Eingriff des Nutzers. Der Nutzer muss lediglich das Video- oder Audiomaterial bereitstellen.

Deepfakes können für eine Vielzahl von Zwecken verwendet werden. Mögliche Verwendungen sind Satire und Unterhaltung, gezielte Desinformation und Propaganda sowie gezielte Diskreditierung von Personen. Aus rechtlicher Sicht verletzt Deepfake ohne entsprechende Genehmigung die Persönlichkeitsrechte der Betroffenen oder stellt eine Beleidigung dar. Mittlerweile gibt es Programme, die mithilfe künstlicher Intelligenz die Echtheit von Videos und Audioinhalten prüfen und Fälschungen erkennen.

In einem Beispiel in Großbritannien wurde die Technologie in einer Anti-Malaria-Kampagne eingesetzt. In dem Film überbrachte David Beckham eine Botschaft gegen Malaria in neun Sprachen, wobei Patienten Beckhams Gesicht und Stimme spielten. Es gibt viel weniger legale Anwendungen dieser Technologie. Dieser Ansatz kann missbraucht werden, um falsche Informationen aus scheinbar maßgeblichen Quellen zu verbreiten. Dies kann beispielsweise für politische Zwecke erfolgen, etwa während eines Wahlkampfes. Oder einfach mit der kriminellen Absicht, potenzielle Opfer zu täuschen und sie zu bestimmten Handlungen zu bewegen.

Obama Deep Fake des US-Schauspielers und Regisseurs Jordan Peele zeigt den ehemaligen US-Präsidenten Barack Obama, der über die Gefahren von Fehlinformationen und Fake News spricht. Jordan Peele hat mit Deep Artificial Technology seinen eigenen Gesichtsausdruck auf Obamas Gesichtszüge abgebildet.

Eines der besten Beispiele für Deepfaking bei Prominenten ist dieses tiefgründige Gedicht des Impressionisten Jim Meskimen. Dank der KI des Deep Learning geht es mühelos von John Malkovich über Robert De Niro und Arnold Schwarzenegger bis zu George Bush.

Potenziell hohe Gefahr täuschend echter Fake-Videos, die mit einfachen Mitteln hergestellt werden können. Mit Filmen wie diesem können Kriminelle Menschen erpressen und politische Akteure Lügen verbreiten. Es ist also verständlich, dass manche Leute der Echtheit von Filmen im Internet skeptisch gegenüberstehen. Aber ist diese Skepsis immer angebracht?

Deepfakes werden erstellt, indem eine große Anzahl von Bildern eines Objekts an Deep-Learning-Computernetzwerke namens Variation Auto-Coders (VAE) gesendet werden. Ziel ist es, die VAE darin zu trainieren, unterschiedliche Lichtverhältnisse, Positionen und emotionale Ausdrücke wahrzunehmen. Dadurch kann die KI bestimmen, welche visuellen Elemente wie Mimik und Schatten einzigartig sind, und welche ersetzt werden können.

Schauen wir uns den Deepfake-Videoerstellungsprozess genauer an:

1. Zunächst benötigt die KI zwei Sätze von Eingabebildern: die Originalquelle (Person A) und das Deepfake-Ziel (Person B). Computer können mit einer Reihe zufälliger Gesichter oder mehreren Bildern einer bestimmten Person trainiert werden.

2. Dann erstellt AI die Ausgabebilder. Künstliche Intelligenz bestimmt, welche subtilen Ausdruckselemente einzigartig und für Deepfake notwendig sind. Um überzeugend zu sein, muss die KI-Feinheiten der Persönlichkeit und Gesichtsbewegungen beibehalten, die natürlich vorkommen und für das Ziel einzigartig sind.

3. Um den Gesichtsaustausch durchzuführen, werden die Eingabe- und Ausgabebilder kombiniert – die ursprüngliche Quellausgabe wird in die VAE eingespeist und mit den Deepfake-Zielgesichtsdaten kombiniert. Der Encoder rekonstruiert die Bewegungen und emotionalen Äußerungen von Person A mit dem Gesicht von Person B. Damit das Deepfake-Video echt aussieht, muss es Bild für Bild erstellt werden.

Obwohl sie scheinbar überzeugend sind, sind Deepfakes ziemlich einfach von echten Filmen zu unterscheiden, wenn Sie wissen, wonach Sie suchen müssen. Während es möglich ist, sehr realistische KI-generierte Gesichtswechsel zu erstellen, sind überzeugende Animationen eine andere Sache, und es gibt fast immer subtile Anzeichen dafür, dass etwas nicht stimmt.

Mit fortschreitender Technologie wird es jedoch wahrscheinlich schwieriger, Deepfakes zu erkennen. Indem Sie diese Tipps zur Deepfake-Erkennung befolgen, können Sie Betrug wie Phishing oder Fake News vermeiden.

Die Hauptnachteile von Deepfake sind Rauschen im Ton, unangenehme Schatten und Hauttöne sowie weiche oder unscharfe Bewegungsbereiche. Achten Sie besonders auf Mund, Stirn und Rachen, da diese Körperstellen oft Schwindelgefühle hervorrufen können.

Durch den gezielten Einsatz von manipulierten Videos können heikle soziale Situationen ausgelöst oder geschürt werden, und die Verbreitung von Deepfake kann Einzelpersonen ernsthaft schaden. Auch die private Nutzung in beliebten Smartphone-Anwendungen birgt die Gefahr des Missbrauchs. Wie immer sollte man sich vor der Nutzung überlegen, wer der Anbieter ist, welche Daten er durch die Nutzung erhält und vor allem, was man mit diesen Daten machen kann.

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БИЗНЕС ГЛАЗАМИ СТУДЕНТА

BUSINESS AS IT'S SEEN BY A STUDENT

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The modern world is impossible without business – it is a mutual connection on which everyone depends. You don't come to this understanding right away. As it is defined by Zaitsev N.L., business is «an initiative economic activity carried out at the expense of its own or borrowed funds at its own risk and under its own responsibility, setting the main goals of generating income and developing its own business»

If this is an initiative activity, then business is an engine for the future. How did business become such an engine?

If we look at its history in a simplified way, we can say that it changed: in the 14th–15th centuries – it grew, in the 16th–17th - it gained strength, in the 18th–19th - it studied and became smarter, in the 20th-21st - it became a full member of civil society (civil society is the sphere of self-manifestation of free citizens and voluntarily formed non-commercially directed interventions and arbitrary regulation by the state authorities and business).

Of course, the main component of economic relations are needs - this is the need or lack of something necessary to maintain the vital activity of the organism, human personality, social group, society as a whole, in general, an internal motivator of activity. Satisfaction of economic needs acts as an internal incentive for production, distribution, exchange and consumption within a certain system of socio-economic relations.

The task of business is to meet the needs and requirements of society which comprise goods and services. Needs can be individual and social. Thus, society is craving for law and order, for defense. It is striving for good education and social welfare that should be supplied and guaranteed by the Government if it's efficient.

Private business is mainly involved in production of material and commercial needs. The last ones include insurance, banking, etc.

The main forms of business used in private enterprises are corporations, partnerships and individual entrepreneurship.

The simplest and most affordable opportunity for doing business by students is individual entrepreneurship. An individual entrepreneur (IE) is an individual with a registered business right without forming a legal entity, which makes it possible to get rid of most of the paperwork and a large tax burden. This is very important for a student because during their studies it is impossible to be engaged in a particularly large business with a large turnover and staff.

Let's consider the advantages and disadvantages of this type of business in more detail.

The advantages of sole proprietors include: simple registration without constituent documents, company name, authorized capital. It is simple, because you can do it online. Besides an individual entrepreneur doesn't need an office to register, there is no need to keep accounting records, there is a loyal system of fines and a simple liquidation procedure.

However, the sole proprietor also has disadvantages. This is the impossibility of attracting investments, the obligation to pay Provident Fund and even if the business is not conducted, as well as the sole proprietor as an individual is responsible for all his obligations with personal property.

So, what kinds of activities can a student do when register an individual entrepreneur? The most popular is tutoring, as it can be easily combined with study, it does not take much time and helps not to forget fundamental knowledge. Also, students who have received a driver's license can earn extra money by driving a taxi, but it will not be very easy for a novice driver, especially in the territory of such a large city as Moscow.

Business in Russia is unusual. Somebody says, that you can't do it, if you are weak. Business here has a lot of differences from business in other countries. That is why, many foreigners are afraid of doing it here and many entrepreneurs want to move their companies abroad.

According to state Statistics there are about 6 billion of small businesses in Russia. It makes about 20% of our Gross National Product or GNP. Is it much? Well, small business in Russia and in Europe plays different roles. For example, in Germany such companies produce more than 70% of its GNP.

As we see, our country has a different approach to business. Thus, it has some disadvantages. They are as follows:

In the USA small businesses implement more than 25% of the whole number of new technologies, but our companies apply only about 7-8%. So, small business in Russia is not a force which brings innovations to our economy and our life.

Another bad thing in our business is “Shadow economy”. It means that many companies pay less taxes, or break financial law to this or that extent.

Next bad thing is bureaucracy. Everybody says, that there are a lot of useless papers in our business.

The worst thing is insufficient support of our small and medium-sized business. Our preferential loans aren't as good for entrepreneurs as they could be.

But there are also a lot of good factors for organizing business in Russia. They are:

The level of competition in Russia is lower than in Europe and America.

It is easy to register a new company and taxes are lower than in other countries. You can do almost everything online.

As we mentioned earlier, there aren't enough measures for improving the situation of small business, but our government is trying to help it.

And the last thing. Russia is the biggest country in the world, so there are a lot of resources here. And there are a lot of consumers living in our country, so there is a large market of goods and services here.

As we see, business in our country has some peculiarities. But doing business in Russia isn't much more complicated than in other countries, though there are some features, which one has to know about.

In the modern world, everyone knows about the social component of business. Both large and small businesses are important. The production of even a small product is also a business. The smelting of steel at the plant is also it, only large. Serious business strengthens the country's economy, and does not "kill" it with a foreign substitute. A businessman pays more taxes than an ordinary citizen and creates new jobs for people.

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ТЕНДЕНЦИИ СОВРЕМЕННОГО ВЫСШЕГО ОБРАЗОВАНИЯ

TRENDS OF MODERN HIGHER EDUCATION

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To begin with, it must be said that in modern world one of the indicators of the quality of life in any country is the level of education of the population. It is worth mentioning the fact that throughout the history of mankind social institutions including education have developed. It was thanks to the fact that mankind developed not only in technical direction, but also in spiritual and moral ones.

It is also worth thanking the great thinkers, scientists and cultural workers who made a huge contribution to the formation of the present society. People call them geniuses because, despite the limitations of certain knowledge and skills, they were able to create familiar and necessary things for modern person. However they wouldn't have been able to create them without having any education.

The aim of the Institute of Education is to educate and provide knowledge to the present and future generations, where people can also be with an unusual look at certain phenomena and objects. They must be aware of the events of their country's past and of the world's past, understand the situation at present and, if possible, anticipate the immediate future. However, there are some problems related to education in our country. At the same time as the number of higher educational establishments in the territory of the Russian Federation is growing, some studies show that the number of graduates not working in their specialty is increasing. This conclusion is based on information received from TASS on 15 April, which states that only 58 per cent of respondents with higher education work in their specialty.

After the collapse of the USSR many changes, affecting both the education system and its landmarks occurred. During the Soviet period, the main goal of higher education was to create a vocational contingent for the needs of industrialization, overcoming the general backwardness from European countries and the United States. And the creation of elite science and engineering education for Soviet specialists achieved great success in the needs of the country's defense and space industries. In addition, Soviet higher education engaged in the

education of students, taught them to interact in society, and also formed a unified worldview. And for admission to the university, it was necessary to perform special entrance tests, which presented a certain difficulty for the applicants. In addition, during the Soviet period there were more applicants for higher education in order to achieve a prestigious position with minimal physical and emotional activity, but obtaining a diploma did not guarantee this.

In our time, the education system has undergone major changes. Our country has adopted a capitalist system, which in turn has affected all spheres of public life, including the institution of education, which has become a sphere of services. Currently, the most common way to enter higher education is to pass the unified state exam (exam), the results of which, the applicant decides where to go. But this system, which at first glance seems rather easy, loses to the Soviet as a test of the actual knowledge and skills of the applicant. Despite the fact that the exam is common to all students at school, and preparation for it - a mandatory part of the curriculum, the probability of obtaining the desired and predicted results of the pupil is small. There is no guarantee that the student will get an option with a topic that has been properly studied during classroom classes or training other than this. And after passing the exams and getting results, a person must apply to the desired university, but the chance that the applicant will get to the institution, which is eager to get, given the number of places and necessary points for admission, is extremely small. And the most prestigious institutions take people only with a high number of points. In addition, the number of educational budget places, places for which a person does not have to pay their own money, and the prices for paid seats are very high. However, additional introductory tests (DWI) can mitigate this situation to some extent. The tests allow the individual to show the real level of his knowledge as well as skills. These nuances create a situation in which higher education becomes inaccessible to citizens.

The problem of non-State providers of higher education is also acute. These institutions often face economic difficulties due to lack of funding, as funds for operations are provided by investors, founders as well as trainees who are often unable to provide large amounts of material resources. As a result, teachers' salaries are declining, and the amount of funds allocated for the development of educational programmers and institutions is decreasing. All this creates an unfavorable situation for non-state universities, which in order to recoup costs and start making a profit, have to attract students with low tuition prices and passing points. And the stereotype in our country that non-State higher education institutions provide low-quality education, which will not be taken into account in future employment, aggravates the situation. This problem is being solved in a very unusual way at the moment - state higher education institutions are absorbing into themselves commercial educational institutions.

Thus, they become branches of state universities. This solves financial problems, but at the same time, they lose independence.

Since in the XXth century there is a process of unification, which affects all spheres of life of the world society, the sphere of education is undergoing certain changes. If we talk about these changes, we must speak about the role of globalization. In turn, globalization is a process of worldwide integration of economic, Political, cultural and religious spheres. And this implies the interpenetration of different cultures. The free movement of goods, services and people across borders throughout the world has now become the dominant trend. The same is true of education: national education systems are becoming more and more inclusive, which means that education is globalizing. This process, in one way or another, dictates the transformation of different educational systems into a common one, with uniform standards and requirements, but taking into account the cultural characteristics of different peoples. In this situation, an important role is played by comparative pedagogy, which is engaged in extracting the essence of the existing facts. And proper research, where comparative analysis is needed, can expand the database, as well as provide feedback between disciplines.

It is also necessary to mention the fact that modern general education, according to the Universal Declaration of Human Rights, must be free and accessible to all members of society, regardless of demographic characteristics. Moreover, in the industrialized developed countries, general education has become a citizen's responsibility and is available free of charge. This education is given within the framework of state, municipal, private organizations. However, it should not be overlooked that in some countries the establishment of private organizations providing services in the form of general education is prohibited, and some require licensing.

Globalization undoubtedly encompasses all aspects of society and human beings. And the problems of this process are extremely ambiguous for researchers. And the Russian Federation is constantly engaged in the formation of an educational system that will allow people who have received certain valuable knowledge to integrate into the world educational space.

These processes are accompanied by three phenomena: internationalization, internationalization, localization. You need to talk more about them.

Internationalization is a process of interaction carried out with mutual interests in mind at the global level. Internalization is the adaptation of a product for potential use by the consumer, taking into account the cultural and national characteristics of the location of the product. And localization, which is to add special features needed in a particular region.

Despite the recognition of the obvious globalization and internalization, as well as the high level of influence of these processes on society, it is necessary to

highlight the trends of development of education, which were established earlier. The most general trends in the development of education include fundamentalization, informatization, computerization, regionalization, individualization, standardization and programmization. However, it should be said that they are not stable, and therefore the frequent change of a dominant trend is fixed.

So let's look at each one individually. The fundamentalization of education is the basis for the formation of adequate judgements of the educated person. Because this trend is aimed at understanding the underlying characteristics of objects and processes. And a mistake in this framework provokes huge negative consequences. Informatization is a process based on the provision of information, revealing the whole essence of the phenomenon, subject, object. Computerization involves the development of the information process as well as the introduction of computer systems into the life of every person. More and more recently, IT and IT-related courses have become part of the curriculum. Regionalization - with the socio-economic and political needs of the region in which it is being implemented. Individualisation is demonstrated by focusing on the individual needs and demands of students in particular educational institutions. Standardisation is associated with an actor

Establishing rules and characteristics for reuse, aimed at streamlining to increase the competitiveness of educational services. Programmatization of education is determined by its orientation in the most relevant spheres of life of society. Hence the increased attention to practical, practical, and phenomenon-oriented curricula.

However, the balance between practice and theory should not be overlooked, as there was a tendency to turn knowledge into a way of serving the economy and economic prosperity. It follows that knowledge seeks to be practical and service-oriented. And they forget about research as a way of knowing the world around them.

Thank you for your attention!

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НОВЫЙ DATA-DRIVEN ПОДХОД В МАРКЕТИНГЕ

NEW DATA-DRIVEN APPROACH IN MARKETING

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The increasingly rapid development of marketing is making life harder for companies; and if the management does not put the research of other companies or their own company into practice, it is hard to believe that the company will make any profit. Every decision manager has to work with data well. Without data, manager is just grasping in the dark. At the same time, using data, manager can select resources to build things people actually want.

The purpose of the paper is to analyze a data driven approach in marketing. Due to this method, decisions are made based on data rather than intuition; however, before building a data driven marketing strategy, marketers should analyse the business processes of the organization. The data-driven approach has its origin in business. Business as usual makes money increased, so if a company wants to survive in a competitive environment, it needs more than just raw information. Indeed, it is important to understand that to analyze the data, the company has to extract meaningful insights.

The first obstacle to overcome for creation the data-driven base is permanent optimization research related to the product in order to increase economic growth of the company. Moreover, the way people use the product also influences on data-driven method. The data can predict whether a product should be launched or discontinued.

Another point is marketing – another essential part of the business process. Data can tell you when you need to make adjustments to your marketing message. Data-driven organizations have much more successful experience in preparing for the future. The marketing information must be accurate and up-to-date, otherwise there is a risk of making incorrect business decisions. Company can get data from sources such as CRM, a website, a mobile app, or by conducting customer surveys.

Thus, finance combines all the previous parts that are necessary to create data-driven conditions: research, product usage and marketing. Using data-driven approach not only allows you to stay ahead of competitors, but also increases customer loyalty to the brand. Obviously, a satisfied customer is likely to share the experience with friends and colleagues, resulting in increased brand

awareness, user engagement and brand trust. Thus, high-quality data-driven solutions are good things that help your company grow faster and increase revenue. That is a pure magic and a lifelong dream of any business!

Leading to data driven environment depends on the way a particular business grows:

1. Business is evolving according to a linear model: the key to success is optimizing business processes.

2. Business is entering a new niche: exponential growth. Demand depends on the type of a consumer [1]: Innovators 2-3% (from total audience); Early adopters 13-15%; Early majority 34%; Late majority 34%; Laggards.

Innovators, early adopters and early majority represent the first 50% of consumers, who will adopt a new product; while laggards - who make up the late majority - represent the last 50%. Obviously, one should keep in mind that not all consumers will adopt the product.

From the way company moves and captures the types, an exponent of business growth appears. Business needs depend on the area of growth: data-driven schema at the initial stage largely depends on the intuition of the business owner, there is no need for any in-depth research: there are simply no resources for this. However, as soon as a business begins to strive for linear growth, the need for data-driven strategy is growing rapidly, as the focus shifts from rapid development to creating a stable system: deepening into business processes, applying professional experience.

Of course, the data driven approach appears from the tasks of the business, but any business task needs to be digitized. The simplest thing is to build a unit-economics – the main process the economic cycle of this unit is formed. Based on unit economics it is possible to understand what indicators affect and whether it is possible to optimize the efficiency of this cycle.

The “unit” in unit economics is a company’s core element measured to understand the source of its revenue. For SaaS businesses (Software as a Service), as a rule, such a unit is a customer. Thus, for them, unit economics boils down to the calculation of profit and loss per client. It gives an understanding of whether we are starting to scale losses.

To successfully implement a data-driven strategy, it is important to select key performance indicators (KPIs). Metric is a number that reflects the characteristics of the product [2].

Traffic sources. Marketers need to understand which type of advertising gives the best results and how users find the site. Focusing on the most effective traffic channels helps to allocate the budget correctly.

Return on investments (ROI). At the most basic level, ROI compares the amount of money you spend on a project with the amount of revenue you gain from it.

Lifetime value (LTV). LTV is all the profit from the client for the period while company is working with him. If company spends more on attracting a client than later earns, it loses money.

Customer Acquisition Cost (CAC). CAC is the total amount to attract one customer: time spent by sales representatives, marketing and advertising expenses. If the CAC is greater than the LTV, it means that costs for attracting a client are greater than the profit received, and this is an excuse to change a marketing strategy.

Churn rate. The customer churn indicator shows the number of customers who have stopped cooperating with the company.

Conversion rate (CR). The opposite of churn rate, CR shows the percentage of users remaining to use the product.

To harness the power of data, consider Netflix. The main reason why Netflix feels so addictive concerns understanding of consumer behavior and its focus on data-driven strategies. They have many successful realizations of this approach.

The Netflix marketing strategy is all about innovation and the latest technology, and it has paid off big time.

Netflix has a subscription-based business model. In other words, the more subscribers or users Netflix has, the higher its revenue. Revenue can be seen as a function of three things: acquisition rate of new users (it includes CAC, retention rate, churn rate); cancellation rates (churn rate); rate at which former members rejoin (conversion rate per every month, every six months).

As revealed by David Chong, Machine Learning Engineer in Netflix (his work is focused on researching, building and creating artificial intelligence algorithms), using the Netflix recommendation system 80% of the streaming time is achieved [3]. Moreover, Netflix postulates an improvement in the user experience aimed at retaining customers, which, in turn, leads to savings on attracting new customers.

In the end, data is the most valuable marketing resource, but not all marketers understand how to increase the efficiency. Data-driven marketing allows companies to optimize the effectiveness of marketing channels, develop personalized marketing strategies and improve the quality of customer service, which lead to an increase in profits.

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ЭФФЕКТИВНОСТЬ И ПОТЕНЦИАЛ ДИСТАНЦИОННОГО ФОРМАТА ОБУЧЕНИЯ

THE EFFECTIVENESS AND POTENTIAL OF THE DISTANCE LEARNING FORMAT

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Trends in higher education in the last two and a half years have leaned into distance learning. Because of the COVID-19 pandemic, teachers and students had to face a full transition from the usual full-time format to a distance one. This is a reason why in higher educational institutions there occurred a big demand for the development of skills necessary for effective online classes. Everyone wanted to edit their courses for new realities. During this period, many mistakes of this training format were revealed.

This article will analyze the experience that domestic teachers were able to get in the conditions of a full transition to the distance format. There will be advices how to improve distance education.

Before talking about the positive and negative sides of the distance format, we must determine the goals of higher education. And we need to understand what abilities it develops.

Here is an approximate list of abilities that the higher education system wants to develop in students:

Achieving the level of education and upbringing of the personality of the future specialist;

Compliance of the acquired knowledge, skills (competencies) with the requirements of educational and professional standards;

The relationship between the quality of the functioning of the educational system and the quality of education of the individual;

A set of results of the educational process that determine the consistent and effective formation of a professional capable of self-development [1].

The main goal of Higher Education is to develop a student's ability for studying and to explain how student can improve himself. This task is facilitated by the distance format. First of all, students do not have to spend time on the road, and students will have more free time for improving themselves. With proper organization of processes, it is possible to achieve a result.

But we should not forget that with the complete transition to the remote format, we change the interaction of the individual with the surrounding reality. The face-to-face communication is reduced and is limited to family and friends. Such conditions lead to the transformation of already existing social mechanisms of interaction. It is necessary to create an environment in which students can interact with each other regardless of the format of the lessons. Because of distance education some students may become some various kinds of psychological problems [2].

It is also worth mentioning that the transition to distance learning revealed problems with adapting the program to it. According to a survey of teachers and students of RANEPA, which was conducted in April 2020, the majority of respondents were dissatisfied with the transition to a distance learning format. 55.4% of students and 87.4% of the teaching staff said that the amount of free time has decreased because of distant format. It is connected to the fact that the programs were adapted to the full-time format. But some teachers did not have a place at home for doing comfortable classes [3-4].

As we can see from the surveys, because of many members of the teaching staff didn't adapt to the new reality, the attitude towards distance learning was negative.

But we need to focus on the advantages which such a format has. One of the most obvious advantages is recording a lesson. Unlike offline lectures, which can be missed for various reasons, the recording can be reviewed at any free time. For example, when preparing for a session, a student can refresh their knowledge and they can see lectures again.

Another advantage of distant format is the fact that teachers can make presentations to their classes. Teacher with a good technical preparing and creative skills can explain information better than teacher without these skills. After a lesson these presentations could be sent to students with the lesson plan (if teacher created it). When students will prepare for exams, this should save time. And also, it could help to students to remember what was on those lessons because of visual perception.

Teachers can record the completed homework tasks for students. For example, a homework may consist of a written assignment and a video file. If any

students have some problems with the homework, they can watch a pre-prepared video file with a good explanation from the teacher.

As a result, the student will also have materials for self-examination, in addition to the classes that he is currently undergoing. And all of it without the participation of a teacher. This can make it easy the task for teachers. It could probably use in those areas in which the programs change little over time (Like Math).

Methods of recording lectures can also help teachers themselves in some kind of situations. For example, when they can't do their lesson, a pre-prepared lecture and homework can help him in this situation without skipping a lesson in the program.

Now more and more education workers are striving to use all the technical capabilities that will help simplify the dialogue with students without losing the proper level of education. Many universities are creating special platforms to simplify the interaction between teachers and students. For example, as a platform of the Kosygin Russian State University, where teachers can upload the homework or receive links to online meetings.

The distance format came to the sphere of higher education not so long ago, so teachers only meet with it. They want some time to change their programs for distant format. I think that the main direction in high education will include a distance format. However, we do not forget about the disadvantages that were expressed above. Most likely, education will now be hybrid (full-time and distance at the same time). The face-to-face format is still relevant and cannot be completely replaced.

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МЕТОДЫ ОЦЕНКИ ЗАНЯТОСТИ В СФЕРЕ ТУРИЗМА

**METHODS FOR ASSESSING EMPLOYMENT
IN THE FIELD OF TOURISM**

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This paper studies the challenges and conditions of being employed in tourism industry, it studies the ways of assessment tourism employment, according to the results, reduced working hours of political instability, advancement, increased wealth, improved working capital, and a stable climate aid to these tourism and hospitality projects, all of which will generate millions of jobs.

It is worth noting that the total output of a "tourism characteristic industry" (TCI) typically exceeds visitor consumption, as a portion of the output of the majority of TCIs is purchased by non-visitors. Even when it comes to a commodity like restaurant meals, visitor purchases typically represent a portion of the total number of meals produced. Simultaneously, the total employment generated by a tourism-related industry does not always equal the employment generated by tourism demand. In the preceding example, output of food services will include significant sales to non-visitors. It would be inappropriate to allocate all employment in food services; therefore, an allocator is required to more closely approximate the levels of employment generated by the tourism sector. This is accomplished through the application of the tourism ratio or tourism value added industry ratio. This method of calculating tourism value added industry ratios is based on the assumption that employment generated by tourism in each industry is proportional to tourism value added in the benchmark year. Tourism is fundamentally about people – visitors are people, subject to changes in their behavior, demands, and decision-making. These types of changes are notoriously difficult to forecast and anticipate. Additionally, tourism products and services are about people. Tourism industries rely heavily on the human factor (along with other factors such as natural resources, infrastructure, and capital) to ensure product and service delivery and quality. Additionally, many tourism products incorporate people into their expertise, whether as performers or as members of the cultural environment. Individuals are unquestionably critical to the effective operation and growth of the tourism industries as a whole.

Employment opportunities in the tourism and hospitality sectors can be created either directly or indirectly, depending on the level of involvement or

contribution from the tourism supply side. Direct Employment Opportunities are the total number of job opportunities supported by travel and tourism directly. For instance, employment in hotels, restaurants, travel agencies, tourism information offices, museums, protected areas such as national parks, palaces, religious sites, monuments, aircraft, cruise lines, resorts, or shopping outlets, souvenirs, photography, sightseeing tours, farmhouses, bed and breakfast inns, rural inns, and guest houses Tourism and hospitality also support indirect employment in industries such as restaurant suppliers, construction firms that construct and maintain tourist facilities and necessary infrastructure, aircraft manufacturers, various handicrafts producers, marketing agencies, and accounting services, all of which are more or less dependent on the companies providing direct services. Tourism's economic impact is quantified in terms of its effect on income, employment, investment, and development, as well as the balance of payments. In a labor-intensive industry such as tourism or hospitality, the majority of income is likely to come from wages and salaries paid to those employed in jobs that directly serve the needs of tourists or benefit indirectly from their spending. Income will be high in tourist destinations that attract a large number of visitors; where visitors stay for an extended period of time, customer spending will be high as long as multiple opportunities and activities are available for customers to participate. The other reasons that employment opportunities are more diverse than ever before are that tourism and international travel have grown in popularity throughout the world, and people themselves regard travel as a human right; destinations are concerned with meeting the needs and desires of tourists by providing a high standard of service; and tourists have a diverse range of lodging options. All of the aforementioned factors contribute significantly to the increasing number of tourists visiting the destinations. As a result, a sizable workforce is required to provide services to tourists. As a result of these facts, the tourism and hospitality sectors, as well as their supporting industries, offer a diverse range of employment opportunities. The majority of research findings identified several significant employment challenges in tourism and hospitality, which are discussed in the following paragraphs. Disparate treatment: There is no such thing as equal treatment for all employees. For instance, according to the ILO-UNDP-cited Thomas, gender inequality manifests itself in sectors. Women perform 66% of global work, produce 50% of food, but earn 10% of income and own 1% of property. These circumstances exist because women have less access to land, capital, and education than men do. Women frequently work unprotected at home or in family businesses, and they face discrimination and overwork in business enterprises and family life. The other issue is that women dominate lower levels and occupations with few career development opportunities, while men dominate key managerial positions. Women hold a disproportionate share of managerial and senior positions. For example, women account for 32% of

managers in the EU, 10% of members of management boards of the largest companies, and 29% of scientists and engineers throughout Europe.

Other difficulties include an ineffective management style/corporate philosophy and leadership style, such as unplanned recruitment, insufficient attention to staff turnover, imported labor, treating employees as costs rather than assets, rigid leadership that contradicts the concept of democracy, insufficient training, and numerous tasks, such as making computer reservations and working. The reason for this is that tourism employment is frequently threatened by one or more of the following factors: seasonality (during certain months of the year, tourist numbers are extremely low, necessitating staff reductions in the tourism and hospitality sectors). A very good example is that tourists visit Ethiopia from September to February, with their numbers significantly reduced during the rest of the year); part-time and/or excessive hours of work; low-paid (or unpaid) family labor; and informal or occasionally illegal labor, where measurement is significantly more difficult.

The economic impact of tourism can be summarized as: (i) a powerful economic force providing employment, foreign exchange and tax revenue; (ii) visitors are generators of economic impact for a country, a region, a city or a destination area: directly from their spending and indirectly from the tourism multiplier effect. It should be noted that inbound tourist spending is an export, while outbound tourist spending is an import. Economic impact of tourism is measured in terms of its effect on: Income; Employment; Investment and development; and Balance of payment.

Effect on income. Income is generated through the following sources: Wages and salaries; Interest; Rents; and Profits.

In a labor-intensive industry like tourism, the majority of income is likely to come from wages and salaries paid to those employed in jobs that directly or indirectly benefit from tourist spending. Income will be higher in areas that attract a large number of tourists; Where visitors stay for an extended period of time; Where the destination attracts an upscale or more affluent clientele; and Where there are numerous opportunities to spend. Interest, rent, and profits from tourism businesses also generate revenue. This could include interest paid on loans to an airline to purchase or lease aircraft, or rent paid to a landowner for car parking or a seaside campsite. Taxation on tourism activities, such as value added tax, hotel bills, petrol used by tourists, and other direct taxes that countries may choose to levy on tourists to raise additional public revenue, is another source of tourism-related revenue.

Tourism employment is classified into two distinct categories based on their involvement with or contribution to the tourism supply-side. Front offices in hotels, restaurants, travel agencies, tourism information offices, aircraft, cruise lines, resorts, and shopping outlets create direct employment opportunities

because their employees interact with and cater to tourists. Tourism also supports indirect employment in industries such as restaurant suppliers, construction companies that construct and maintain tourist facilities and necessary infrastructure, aircraft manufacturers, various handicrafts producers, marketing agencies, and accounting services, all of which are more or less dependent on the companies that provide direct employment.

Employment implications Tourism industries have an effect on employment in the following ways: Direct employment in tourism industries (see above); Indirect employment in sectors that supply inputs to tourism industries (see above); Induced effect on employment as a result of subsequent rounds of spending; and Total effect on employment, as reflected in the employment multiplier. As a result, other sectors (primary, secondary) would attempt to meet the hotel industry's growing needs. Thus, wholesalers (secondary sector) will sell more food to our hotel, resulting in the employment of additional wholesalers. This, in turn, would increase demand at the food factory down the road (primary sector), which would attempt to produce additional food for wholesaler stocks, necessitating the factory's own hiring of additional staff.

According to the review, the tourism and hospitality industries have created numerous job opportunities for millions of people worldwide in a variety of sectors including accommodation, food and beverage (restaurants, dining rooms, cafes, fast food outlets, pubs, nightclubs, bed and breakfasts, motels, hotels, resorts, lounges, and catering operations); airlines, airports, aircrafts, and ships. Political stability, reduced working hours, technological advancement, increased income, and a favorable climate all contribute to the development of the aforementioned tourism and hospitality establishments, which will generate millions of jobs. Unfair treatment of men and women employees; an untrained workforce; poor working conditions; the seasonal nature of the sectors; sexual harassment and stress; long work hours without overtime pay; the sector is a low-wage earner; and other socio-cultural factors all contribute to the employment conditions in the tourism and hospitality industries.

Tourism has enormous potential for job creation (direct and indirect). Notably, the lower the economy's leakages, the greater the tourism multiplier effect of local spending. Increased inbound tourism benefits both the economy and job creation in the tourism sector.

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**ЗНАЧЕНИЕ
ЛИЧНОСТНОЙ И ПРОФЕССИОНАЛЬНОЙ САМОРЕАЛИЗАЦИИ
В СОВРЕМЕННОМ МИРЕ**

**MEANING OF PERSONAL AND PROFESSIONAL
SELF-REALIZATION IN THE MODERN WORLD**

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Self-realization of personality is a special process of interaction with the world, which is carried out through creative self-determination. Currently the problem of self-determination in the world of professions is relevant and scientifically significant. The image of the profession has decisive importance, since it serves as the basis for self-affirmation, self-realization and self-presentation in society.

A concept of self-realization or self-actualization is as old as humankind. It has been a part of all major religions and philosophies throughout history in both eastern and western cultures. Not all define it in the same way, although all have the same goal in mind. That goal is a peaceful, fulfilled life. Self-realization can bring countless benefits to the person who achieves it. “Self-realization involves the discovery of potential opportunities, talents and prospects of the individual within oneself” [1].

Self-actualization can mean a lot of things depending who you ask. One of the most broadly accepted definitions comes from Abraham Maslow, a humanistic psychologist. He described self-actualization as the process of becoming “everything you are capable of becoming” [2]. Kim Egel, a San Diego therapist, similarly explains it as the “ability to become the best version of yourself” [2].

Abraham Maslow’s definition of self-actualization is formulated in the shape of a five-level pyramid. Each level of the pyramid represents one level of basic human needs. Here are the levels from the lowest to the highest: Physiological needs; Safety needs; Love and social needs; Self-esteem needs; Self-actualization.

In Maslow's hierarchy model the first and lowest stage of needs is represented by those biological and physiological needs whereas the second stage represents safety needs as provided through stability, protection, and security [3]. A lot of discussions about self-actualization refer to Maslow's hierarchy of needs. Self-realization is at the top of Maslow's pyramid. For example, self-realization cannot be achieved if you are struggling financially and too caught up in worrying about how to pay for the rent and provide food for your family. Unfortunately, this is usually the case for many people, which leaves little opportunity for them to maximize their abilities.

“According to statistics, only 4% of people can reach the top of the pyramid of needs. Self-realization of a person in society allows a person to feel happy and a full-fledged person by 40%” [4].

As a species, human beings have evolved to seek out and enjoy social interaction. To survive, our ancestors often had to socialize, form alliances, and cooperate with one another [5]. Humans are not only biological beings but also social creatures. It is the main reason why people have formed communities, tribes and clans. A common sense and intention united all individuals. It was easier for people to resist the wild and defeat common enemies, being in a single clan, and functioning as a single organism. Such interaction in society increased the probability of human survival in the world.

Socialization produces feelings of happiness, reduces stress, anxiety and depression and even improves cognitive function, quality of life and longevity. People of all ages with active social role show greater levels of mental and physical activity than less social peers. “According to the National Institute on Aging, social stimulation improves health and minimizes cognitive decline among the elderly. Even small doses of human interaction produce results” [6]. Activities like group exercise, board games and eating meals with others produce social stimulation and satisfaction.

It is impossible to imagine a modern person completely abstracted from society. Social support can improve your immune system, and social isolation can weaken it. For example, research shows that people with smaller social networks show a weaker response to vaccines. This might be because loneliness and a lack of social connectedness may cause stress, and stress can make our immune systems less efficient.

Sidney Simon, the vocational psychologist, reflects this very well in his book “Values Clarifications”. In the book he says: “A person who settles for whatever comes his/her way, rather than pursuing his/her own goals, is probably not living a life based upon his/her own freely chosen values. He/she usually ends up by feeling that life is not very meaningful or satisfying” [7].

Sidney Simon is attempting to suggest that a career should be chosen depending on one's life ambitions rather than jumping into anything only for the

sake of it. If this does not occur, the individual feels pressured and life seems to be pointless.

To achieve one's goals, one must first consider what such goals are. For this, the person must be conscious of his or her own talents and know his or her true potential; the individual must be aware of himself or herself. In other words, understanding one's life aspirations and pursuing a suitable career necessarily requires self-realization. Individuals may perceive or focus on this need very specifically. "For example, one individual may have a strong desire to become an ideal parent. In another, the desire may be expressed economically, academically or athletically. For others, it may be expressed creatively, in paintings, pictures, or inventions" [8]. Self-realization is one of the pillars of a successful and fulfilled life. It will allow you to unleash your full potential and become the person you want to be. It will also make you more self-confident, mindful, and focused.

To identify the problems of self-realization of young people in their professional field, a survey was conducted. 37 respondents of various age groups took part in this survey. 60.5% of respondents were students under the age of 20. The results are presented. (table 1)

Table 1 – Survey results

Issues	Yes (rather yes)	No (probably no)
Young people strive for self-realization more than for earnings	62,2%	37,8%
Personal self-improvement is associated with the need to achieve inner harmony	91,9%	8,1%
It is difficult to decide in which professional field to express yourself	70,3%	29,7%
You see the opportunity for you to express yourself in your professional field	59,5%	40,5%

According to the results of the survey, the following trends were identified. A person in the modern world strives for self-realization, however taking into account their financial condition. Most people want to achieve personal harmony. Another important result of the survey is that it is difficult for a young person to choose a profession despite the fact that they are already the students at university. The opportunity to prove yourself in the professional field is also not clear to everyone. The conclusion is that most people need help with career guidance. It is crucial for a person to study themselves to understand what really gives them a pleasure and in what profession they can achieve the greatest success.

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**ПСИХОЛОГИЧЕСКИЙ АСПЕКТ ПРОБЛЕМЫ
УТРАТЫ НАВЫКОВ ГОВОРЕНИЯ
СТУДЕНТАМИ НЕЯЗЫКОВЫХ ВУЗОВ
ПО ПРИЧИНЕ ОТСУТСТВИЯ ПРАКТИКИ
ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА**

**PSYCHOLOGICAL ASPECT OF THE PROBLEM OF LOSING
SPEAKING SKILL BY STUDENTS OF NON-LINGUISTIC HIGHER
EDUCATION ESTABLISHMENTS DUE TO THE LACK OF PRACTICE
OF LEARNING ENGLISH**

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In today's world, knowing a foreign language is a necessity and can open the door to great opportunities: high-paying jobs, new acquaintances, career development, travelling abroad, etc. Unfortunately, even at a time when there are so many opportunities to learn a foreign language, not everyone is proficient in it. The reasons are different, e.g., unwillingness to learn a foreign language, the

complexity of the language, the belief that it is not useful, "why, if there is an interpreter", etc. One encounters these problems while still at school and, after passing this level of education, again at university.

Many people are familiar with the following situation, when after learning a rule, they cannot remember it a week later, so they have to repeat the whole material all over again. The further you go, the more material you learn, the more: Faster they forget everything they've learned; Learned rules turn into *mush*; As a result, there is no desire to learn English, because there is no progress, and you have to spend a lot of time repeating what you have learned.

Many people attribute this to poor memory or the inability to speak the language, but this is not true. If the material is very difficult to remember or is forgotten very quickly, you may conclude that the learning process is not constructed correctly, and there are several main reasons for this:

As the first reason can be named a lack of understanding of what one is learning. The learning process should be constructed in such a way that all the information explained by another person, such as a teacher or tutor, one of whose main tasks is to explain grammar in simple language, is understood. After all, if there is no understanding, it will be forgotten very quickly. Above all, you need to understand the logic and the gist of the rule. However, many English schools do not explain the rules in plain language, they only use textbooks. This kind of teaching is wrong.

The same rule can be explained in different ways:

1. The particle to is placed before an impersonal verb meaning only an action, with no indication of person or number.

2. The particle to appears before verbs that answer the question "what to do/how to do". Actually, the particle to in English is the same as the ending -t in Russian. For example: I like to cook. I like to cook (do what?).

Obviously, the best memorable explanation is the one that is easy to understand. That is why it is very important that the teacher explains everything clearly and gives enough examples. For example, a person has learned all the uses of Present Perfect, but he does not understand the logic of the formation of this time and its difference from other tenses. It is much more useful to understand when they are used, and then the examples of usage will make sense and the tenses will be easy to remember.

Also, secondly, one of the problems of losing the ability to understand and speak English is the lack of practice of the oral part. Therefore, the best way to memorise a rule is to use it right away by composing sentences according to it, because a person remembers best what he or she uses. It is important to start with simple sentences, focusing only on the learned rule and the available vocabulary. Life situations can also be used. For example, when learning the future tense, talk

about plans for the coming weekend. Using the rules in practice, a person very quickly brings them to automatism.

The third reason is chasing figures. People often want to learn English in a very short time, like learning the whole-time table in one sitting, but it's pointless. It's much more effective to perfect the use of a rule, as you have to learn it once in a long time. To memorise the rule better, you need to make sentences until you can do it quickly and correctly. It is better to spend more time, memorise the rule well and learn how to use it than to go through three at a time quickly and forget them by the next lesson.

This also applies to the quantity of learned words. Yuri Gorny, who has a unique memory, has more than once pulled the trick of memorising Muller's English-Russian Dictionary, which contains some 60,000 words. Surprisingly, this huge vocabulary has not brought a person any closer to practical communication in English, so for the vast majority of people learning vocabulary is a dead-end road in mastering English.

A lack of next-day reinforcement can be distinguished as the fourth reason. It is impossible to learn English without doing homework, because then one is just wasting their time. It is best to consolidate the acquired knowledge in writing. To do this, it is necessary to construct sentences according to the rule, but now not verbally, but in writing. It is best if it is a person (e.g., a teacher) who will check the work and correct mistakes. After all, it is the homework that allows you to consolidate the material and identify gaps.

Let us proceed with the fifth one. A person does not have days that can be set aside for repeating the studied topics. It is difficult to remember new material the first time. Alternatively, once a week one should repeat the material learned during this time, trying to use the learned rules as much as possible, because when one learns words, one needs to form sentences using the learned grammar [1].

The reason we call the sixth is as follows: classes are irregular and held at long intervals. This point is especially important for people who are just starting to learn the language. Imagine, for example, that after a month of learning you decide to take a break for 4-6 weeks. As a result, you will have to start learning the language practically from scratch, because after such a break it will be very difficult to remember most of the passed material. The more often you practise, the easier it is for you to remember what you have learned. It is best to practise every day, going over the new material and consolidating it for the next day. Then progress in learning English will be much faster.

There is also such term as "point of no return", that is the knowledge of the language at the intermediate level. Such a person, even if he doesn't practise English regularly, has a base that he will not forget, understanding the structure of the language, as well as repeating the material repeatedly. Therefore, when learning a foreign language, it is worthwhile to reach the intermediate level

without interruptions. After all, by taking breaks at the initial stage of learning, the material is forgotten extremely quickly and time is spent repeating it.

The age at which a person starts learning a language plays an important role in the process of language forgetting. Amy Krolevetska, director of educational programmes at the Novakid online platform, argued that young children have the most resilient language skills. Their brains are more malleable and they are much quicker to make the new neural connections needed to learn a foreign language. Incidentally, this is why children are the easiest to integrate into immigrant families. The ability to learn a language quickly decreases gradually as the child gets older. According to scientists, the language "superpower" in children reaches a critical point at the age of 6-7 years, after which this skill begins to weaken. There is another advantage to early language learning. Even if a child loses what he or she has learned as a child, it is much easier to regain it later on.

The forgetting process is heterogeneous, according to the seventh reason. In attrition, the productive language skills - speaking and writing - are usually the first to suffer. Listening and reading (receptive skills) take longer. This is often described as "I'm like a dog - I understand everything, but I can't say anything". The unevenness of the process is due to differences in the speed with which the different skills are learned. Reception skills are usually the first to develop: After a few weeks of lessons, you can read simple texts in the new language. Productive skills are much slower to develop - a language barrier in the spoken language sometimes persists in a person even after several years of study. There are other theories in linguistics about the order of language decay. The first principle is that the last thing a person has managed to learn is erased from memory. Therefore, by September students often forget the subjects they studied shortly before the summer break, but remember the subjects of the middle of the school year. The second theory is the "learning less, forgetting faster" theory. For this hypothesis it is not the order of memorisation which matters, but the quality of memorisation. The better we master a subject, the harder it is to forget it. For example, if a person is fluent in English, but has not mastered the rules of the language, he will forget the grammar first.

The eighth reason is that motivation is very important. It is impossible to succeed in language learning without a strong motivation - this statement is well known. In particular, it can slow down the loss of language skills and speed up their recovery. What works best here is intrinsic motivation - the desire to know the language well enough to use it fluently in everyday communication. External motivation is less effective. For example, for some students the main goal in language learning is to get a good grade or a high score in an exam. Such motivation may be effective in the short term, but once the goal is achieved it will be much easier to forget the language [2].

And there can be one more reason named, the ninth: making mistakes in methods of memorising English vocabulary. One of the most popular methods is to place cards with words and expressions everywhere you can: on the fridge, cupboards, computer monitor, etc. As a result of such manipulations, there is a high probability that the vocabulary hanging on the fridge will be associated with the fridge and not with the semantic field to which it should actually refer. Because in that case, one of the mechanisms of memory - association - will work against you and the task you have set for yourself. Do parents hang cards on everyday objects such as a table, a chair to make children learn these words? How is it that people can memorise so many words in their own language without ever having to learn them? In psycholinguistics, every word is embedded in a field of meaning, a semantic field. This means that in any language, the word "book" is not associated with the refrigerator or the cupboard where the card with the word hangs, but with the concepts "reading", "learning", "library", "bookcase", "alphabet" and so on - this semantic series can continue indefinitely. Each person will have general concepts as well as individual concepts based on their own life experiences. The semantic field is formed by the context, i.e. the set of situations in which a word is used. In other words, they are living patterns of speech in which we can recognise the use of certain words. Without context, they are dead, and it is not always useful or appropriate to learn them in the form of cards or lists. It is of course possible to use memorisation techniques, it is just important to understand that this can only serve as a supportive technique, used mainly in the initial stages of learning.

To avoid the situation when students are losing their speaking skill teachers should take into consideration all the abovementioned thus these are able to help.

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**ВЗАИМОСВЯЗЬ АКАДЕМИЧЕСКОЙ УСПЕВАЕМОСТИ
И ТИПА ЛИЧНОСТИ
ПО 16-ФАКТОРНОМУ ОПРОСНИКУ КЕТТЕЛЛА**

**CORRELATION OF ACADEMIC PERFORMANCE AND
PERSONALITY TYPE ON THE KETTELL 16-FACTOR
QUESTIONNAIRE**

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The problem of researching learning productivity and its connection with the subsequent career is considered as a priority trend among the tendencies in the field of vocational guidance. From the point of view of psychology and pedagogy learning effectiveness is composed of two elements – the indicator of students' mastering the educational program and the ability to apply the obtained knowledge in practice [2]. It is logical to assume that the career after the completion of training can indicate the effectiveness of the use of new knowledge.

An important objective indicator of the amount of knowledge mastered in the learning process is traditionally considered to be academic performance – the average score during the study – as an indicator of education quality and as a degree of coincidence between real and planned results of educational activity [3]. Academic performance may be an indication of a graduate's greater readiness for professional life. Currently, academic performance also serves as an important predictive indicator in the context of higher education analytics [4].

Successful academic performance contains a high level of knowledge acquisition result and development of personal potential, formation of social competence, adaptation in expert society [2]. There are stable correlations between academic performance and peculiarities of functioning of cognitive-personal mechanisms peculiar to different personality types. The students have to form the actions of self-control and self-assessment to a large extent, which are impossible without relying on intellectual and personal characteristics as the basis of academic success. Based on individual-psychological differences there is a difference between students' learning outcomes, respectively, and between groups with high and low academic success.

Within the experimental direction of personality research, the most common is the "personality trait theory," on the basis of which most of the existing

tests have been developed. Raymond Bernard Cattell is considered a brilliant representative of this theory.

Only in R. Cattell's theory [4] intellect is included in the well-known questionnaire, along with personality traits, which follows from the very principle of constructing a technique, and it is the only example in which the personality is described, including from the standpoint of cognitive processes.

The Cattell 16-Factor Personality Inventory is one of the best-known techniques created as part of an objective experimental approach to personality research.

According to the theory of personality traits, a personality is described as consisting of stable, stable, interrelated elements (properties, traits) that determine its internal essence and behavior [1]. Differences in the behavior of people are explained by differences in the expression of personality traits. In this case, it is assumed that the order of a subject on the scale of personality trait expression remains the same in different situations. In the course of testing under such an approach, personality is related to a ready coordinate system, within the framework of which expression of predetermined properties is measured.

R. Cattell's research within the framework of personality trait theory is characterized by a pronounced empiricism, as he did not rely on original theoretical notions of the content and quantity of personality traits to be defined [1]. R. Cattell showed that the personality space can be reduced to 12-16 factors. The factors are bipolar, i.e., contain pairs of members with high negative correlations. The highlighted factors make it possible to determine what R. Cattell called "basic primary personality traits.

The test was first published in 1949 by the Personality Testing Institute (JPAT) [1]. Since its first publication, the test has gone the hard way. A second edition was published in 1956-1957, updated with new developments. In 1961-1962. The third, which could be used as a stand-alone guide to the test. By 1970, the test had 6 parallel forms listed below. Each of the main forms identifies the same sixteen personality characteristics [7].

As Cattell writes [1], Forms A and B are suggested for the researcher in more precise individual work; Forms C and D are used more often when testing time is limited and there is a need to work with a group.

The 14-factor adolescent, 12-factor child, and 13-factor abbreviated adult versions of the personality questionnaire were also developed. For their interpretation special, simplified and reduced counting algorithms are used. In Russia, forms A and C are most commonly used [1].

Cattell's theory seeks to explain the complex interactions between the personality system and the larger socio-cultural matrix of the functioning organism [5]. He is convinced that an adequate theory of personality must take into account the multiple traits that make up personality [1], the extent to which

these traits are conditioned by heredity and environmental influences, and how genetic and environmental factors interact with each other, thereby influencing behavior. He argues that an adequate theory of personality functioning and development must necessarily be based on rigorous research methods and precise measurements.

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АНТИМОНОПОЛЬНОЕ РЕГУЛИРОВАНИЕ ЭКОСИСТЕМ

KARTELLRECHTLICHE REGULIERUNG VON ÖKOSYSTEMEN

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Die kartellrechtliche Regulierung von Ökosystemen ist ein wichtiges Thema, das sowohl die Interessen des Staates als auch der einfachen Bürger betrifft. Bevor Sie dieses Thema ansprechen, ist es wichtig, die grundlegenden Konzepte zu verstehen, dafür ist es wichtig zu entscheiden, was genau mit dem Ausdruck gemeint ist - kartellrechtliche Regulierung und Ökosystem.

Wenn wir über die Definition eines Ökosystems sprechen, hat das Geschäft es aus der Biologie übernommen. Der Begriff wurde in den 1930er Jahren vom britischen Botaniker Arthur Tensley eingeführt. Als Ökosystem nannte er lokale Gemeinschaften von Organismen, die miteinander und der Umwelt interagieren. Um zu gedeihen, konkurrieren und kooperieren diese Organismen, entwickeln sich gemeinsam und passen sich externen Schocks an. Anfang der 1990er Jahre übernahm der Wirtschaftsstratege James Moore dieses Konzept und schlug vor, das Unternehmen nicht als Einzelspieler zu betrachten, sondern als Vertreter eines Geschäftsökosystems, das viele Teilnehmer aus verschiedenen Branchen umfasst. «Wie sein biologisches Gegenstück verlagert sich das Geschäftsökosystem allmählich von einer zufälligen Gruppe von Elementen zu einer strukturierteren Gemeinschaft», bemerkte Moore.

Ökosysteme werden heute als dynamische und sich ständig weiterentwickelnde Gemeinschaften beschrieben, die durch Zusammenarbeit und Wettbewerb neuen Wert schaffen. Dabei, wie sie in Deloitte betonen, rückt die Konkurrenz hier in den Hintergrund. Gemeinsame Ziele und Interessen und vor allem die Notwendigkeit, auf die wachsenden Anforderungen der Verbraucher zu reagieren, machen die Zusammenarbeit zur Grundlage eines Ökosystemgeschäfts.

Es ist auch notwendig, den Begriff des «digitalen Ökosystems» zu definieren. Es handelt sich um eine Sammlung komplementärer Dienste und Dienste, die durch die gemeinsame Integration einen Mehrwert für die Verbraucher bei ihrer Nutzung schaffen. Ökosysteme haben eine breite Palette von Formen, Größen und Sorten.

Während die Bedeutung des Begriffs «Kartellrecht» in Artikel 31 des Bundeswettbewerbsschutzgesetzes einen Blick wert ist. Auf dieser Grundlage bedeutet dieser Ausdruck: «Ein Komplex von wirtschaftlichen, administrativen und gesetzgebenden Maßnahmen, die von der russischen FAS durchgeführt werden und darauf abzielen, Bedingungen für den Marktwettbewerb zu schaffen und eine übermäßige Marktmonopolisierung zu verhindern, die das normale Funktionieren des Marktmechanismus bedroht» [2].

Daher kann aus dem obigen Schluss gezogen werden, dass die kartellrechtliche Regulierung von Ökosystemen in erster Linie die Aufgaben der Kontrolle und harmonischen Entwicklung von Unternehmen in verschiedenen Ökosystemen löst, um einen fairen Wettbewerb und eine saubere Geschäftsführung aufrechtzuerhalten.

Jetzt, da ein klares Verständnis für das Thema entstanden ist, werden wir es in Bezug auf die Handlungen, die in der Russischen Föderation und anderen Ländern in Bezug auf das betreffende Thema durchgeführt werden, ausführlicher behandeln.

Betrachten wir zum Vergleich die Entscheidungen der Kartellbehörden in mehreren Ländern, nämlich Deutschland und Russland, und analysieren wir, wie effektiv ihre Maßnahmen in Bezug auf die Regulierung von Ökosystemen sind.

Betrachtet man die Situation in Deutschland und die Maßnahmen des Landes zur Regulierung, so gehören zu den Kartellbehörden: das Wirtschaftsministerium (führt die allgemeine Führung aus), das Bundeskartellamt (analysiert die konkreten Fälle), das Kartellamt (ein Ausschuss von Experten, die Ratschläge zur Ausarbeitung einer Wettbewerbspolitik geben; fungiert als beratendes Gremium). Neben dem Kartellrecht, das die Maßnahmen zur Schaffung von Monopolen strikt regelt, gibt es ein «Gesetz gegen Wettbewerbsbeschränkungen» (Gesetz gegen Wettbewerbsbeschränkungen; nachfolgend «GWB»). In §19a legt die GWB eine Regelung für «Unternehmen mit einem riesigen, marktübergreifenden Wettbewerbswert» fest und gibt dem EMU den Namen «Superplattform» an, die im Rahmen des Gesetzes eine loyalere Regulierung von Systemen ermöglicht.

Einerseits schränkt dieses Gesetz die Aktivitäten von Ökosystemen ein, indem es ihnen nicht erlaubt, den Wettbewerb und die Entwicklung neuer Unternehmen auf dem Markt zu behindern, aber es verbietet nicht, Schlüsselpositionen in mehreren Märkten zu besetzen. Zum anderen verwischt es die Grenzen zwischen kartellrechtlicher Regulierung und Sonderregulierung.

In Deutschland wurde auch über die Angemessenheit bestehender Kartellrechtsinstrumente spekuliert. In Übereinstimmung mit dieser Ansicht wäre eine spezielle rechtliche Regelung für Ökosysteme und große Plattformen überflüssig. Dennoch hat der Gesetzgeber am Ende noch den § 19a GWB angenommen, der zwar im Kartellrecht enthalten ist, aber inhaltlich eher dem Ansatz des europäischen Modells ähnelt. In Absatz 19 des zweiten Absatzes des Gesetzes sind die Maßnahmen aufgeführt, die eine umfassende, geschlossene Liste potenziell verbotener Aktivitäten für Superplattformen darstellen. Zum Beispiel, um Konkurrenten direkt oder indirekt davon abzuhalten, einen Markt zu betreiben, auf dem eine Superplattform möglicherweise keine beherrschende Stellung hat, sie aber schnell einnimmt, ausschließt oder die Interaktion von Waren und Dienstleistungen oder die Portabilität von Daten erschwert, wodurch der Wettbewerb behindert wird, andere Unternehmen nicht ausreichend über Umfang, Qualität oder Ergebnisse der Bereitstellung von Waren und Dienstleistungen informiert oder sie auf andere Weise erschwert, Transaktionen zu bewerten usw.. Diese Maßnahmen gelten zusammen mit den allgemeinen kartellrechtlichen Vorschriften. Das heißt, § 19a GWB ersetzt keine allgemeine Regelung, sondern ergänzt sie um spezielle Normen, die gelten, wenn die allgemeinen Vorschriften nicht anwendbar sind.

Im Allgemeinen ist die kartellrechtliche Regulierung von Ökosystemen in Deutschland auf einem hohen Niveau und wird nicht nur durch allgemeine

Marktbeherrschung zu erfassen, als auch kleine und mittlere Unternehmer, die versuchen, zu einem größeren Unternehmen zu wachsen.

Zusammenfassend kann man mit Sicherheit sagen, dass die Kartellbehörden der analysierten Länder den Wachstumsprozess und die Entwicklung von Ökosystemen kontrollieren. In Russland und Deutschland wurde aufgrund der Erfahrungen anderer Länder die Kontrolle über das Wachstum und die Stärkung ihrer Position in den Absatzmärkten von Giganten in den frühen Entwicklungsstadien beschlossen, was es ermöglichte, die Aktivitäten der Ökosysteme kompetent in die Richtung des Staates zu lenken.

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**РОЛЬ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ СПЕЦИАЛЬНОСТИ
В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ
ИНЖЕНЕРОВ АВИАЦИОННОГО ПРОФИЛЯ**

**THE ROLE OF LEARNING FOREIGN LANGUAGES IN THE
PROFESSIONAL TRAINING OF FUTURE ENGINEERS**

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The education of a highly professional engineer for the aerospace industry in modern political and economic conditions especially requires the development

of students' self-identification as a competitive specialist in the aspect of professional service to their Homeland and following the great Russian scientific traditions [1].

The relevance of the chosen topic is determined by the need for aerospace engineers to study foreign languages (FL), since communication with foreign partners and work with technical documentation, patents, scientific and technical publications, software interfaces requires proficiency in at least one FL at the basic level of communication and in the aspect of knowledge of highly specialized aerospace vocabulary [2].

The hypothesis of the study is presented by the authors' assumption that the mastery of future engineers of the FL for future aerospace specialty increases the competitiveness of a young specialist, allowing to improve the level of professionalism in the study of world scientific experience.

The theoretical basis of this work is the study of the works of such scientists as L.G. Artamonova, T.I. Ligum, L.H. Kokunina.

The research methodology includes the analysis of theoretical material on the topic of the study, the selection of material to confirm the hypothesis, the classification of the collected information, the systematization of terms on the topic "Turbulent vortex track of the aircraft" and "Aerodynamics" [3].

Analysis of the role of foreign language for specific purposes learning in the training of a future engineer.

Modern realities require an engineer to have knowledge of specialized foreign language vocabulary, for example, to work with software equipment, where codes are written in English [4]. Despite the fact that components for the aerospace industry are manufactured in the domestic market, knowledge of FL engineering vocabulary is necessary to build production process teams.

The importance of the mutual influence of technical terminology is shown by the following foreign borrowings from German into Russian: "ballistics, trunnion, caliper, forvacuum, plug, program code", as well as terms from English "holding, browser, driver, regeneration, computer".

It is important to replenish the vocabulary of the specialty during training at the university [5]. For a high-quality education of a future engineer and the upbringing of a highly qualified and competitive specialist for aerospace, when studying the basic specialty, it is necessary to take into account the FL technical vocabulary of the student's training profile as it helps to increase the motivation of the student to master the language.

The need for foreign language knowledge in the study of highly specialized literature.

Of particular importance in the formation of the professional competence of future engineers is the study of highly specialized vocabulary [6].

The authors analyzed the materials on the topic "Turbulent vortex wake" (TVW) and systematized the terms in German and English. The basic dictionary is presented in Table 1.

Table 1 – Basic vocabulary of the specialty on the topic of TVW

English	German	Russian
Air vortex	Ein Luftwirbel	Воздушный вихрь
Gust	Impuls	Порыв
Instability	Instabilität	Неустойчивость
Oscillation	Schwingungen, Vibrationen	Колебания, вибрация
Undisturbed air flow	Ungestörter Luftstrom	Невозмущённый поток воздуха
Turbulent flow	turbulente Strömung	Турбулентный поток
Vortex generator	Wirbel-Generator	Генератор вихрей
Vortex wake	Satelliten-Spur	Спутный след

Also, when working with the Airfoil_Editor and XFLR5. programs, students use the interface on the FL. The authors of the study compiled a vocabulary to help students. The basic terms are collected in Table 2.

Table 2 – Basic vocabulary on the topic of "Aerodynamics"

English	German	Russian
Aerofoil	Flügelprofil	Профиль крыла
Control reversal	Lenker Umkehren	Реверс рулей
Effective angle of attack	Effektiver Anstellwinkel	Эффективный угол атаки
Stagnation point	Bremspunkt	Точка торможения
Negative washout	Negative Flügeldrehung	Отрицательная крутка крыла
Compressibility error	Korrektur der Kompressibilität	Поправка на сжимаемость
Aerodynamic centre	Aerodynamischer Fokus	Аэродинамический фокус

When computation and calculating the aerodynamic characteristics of the wing for Boeing 737 aircraft according to the new versions of the ANSYS CFX or AutoCAD Project Falcon programs, it also includes the terminology from Table 2, which confirms its uniformity and usefulness.

Conclusions. As a result of the conducted research, the proposed hypothesis is correct.

The following conclusions are made:

1. Professional self-identification of students for the aerospace industry should take place in the aspect of following the scientific traditions of Russian higher education, in which the study of foreign languages as a means of basic international communication and as a tool for translating highly specialized scientific literature is one of the factors of training a competitive specialist.

2. Mastering the highly specialized terminology on the topic "Turbulent vortex wake of an aircraft" might provide young scientists around the world with the opportunity to find the best way to solve the problem of aircraft falling into a turbulence to prevent aviation disasters.

3. Knowledge of the vocabulary of the specialty on the topic "Aerodynamics" allows students of technical professions to improve their professional level when working with Airfoil_Editor / XFLR5 programs.

4. International communication for the benefit of the Motherland in our globalized world requires mastery of foreign languages for close communication between different countries in order to increase attention not only to various kinds

of aviation problems (for example, passenger aircraft getting into a vortex wake), but also for the purpose of mutual international aerospace scientific research.

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**АНАЛИЗ ПЕРСПЕКТИВ ТРУДОУСТРОЙСТВА
В ОБЛАСТИ МЕНЕДЖМЕНТА**

**ANALYSIS OF EMPLOYMENT PROSPECTS
IN THE FIELD OF MANAGEMENT**

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The theory of the market economy considers the labor market in systems of economic resource markets. At the same time, it must be taken into account that labor can be realized by significant waste from other economic resources. These are health conditions, arising in some cases aspects of labor activity, which predetermine the special role of the labor market in social relations and the special attention that affects society.

The labor market is the primary mechanism for reconciling the interests of individuals, employment projects and employers. In addition, the interests of the state are realized in the labor market, due to the obligation of management, they are realized by relations. Currently, there is an increased need in the market for specialists in level management - professional managers. The activities of specialists must be effective in economic terms, the economic growth of the Russian Federation and the special organization. On the other hand, it must be socially effective - polluted by development and the main raw material and competitive advantage of organizations and states of the 21st century of "human wealth", the level of its knowledge, culture, identified equipment, etc. [1].

The basis of the analysis of the labor market of managers is the established consumption by managers as a qualified supply force and its supply. According to a mathematical theory based on the consumption criteria of a certain economy, specific organizations and enterprises and offers on the labor market (wage level), the number of people employed.

The structure of the manager labor market of the ratio of professional qualification and social groups (specialization and level of management), demand and supply are analyzed.

Segmentation of the labor market of managers is a predominant characteristic of its structure, which determines the division of managerial sectors into relatively stable sectors (by sectors of the economy), which limit the mobility of managers. There are primary and secondary labor markets. The primary labor market for managers includes the most attractive types of managerial jobs,

provide a high level of employment, the possibility of professional growth. The secondary labor market for managers, on the contrary, is filled with jobs where there is no job security, low wages, and limited prospects for professional growth. Identification of the general and secondary markets, first of all, differences in the requirements of managers, organizational and technical levels of enterprises. Discrimination based on sex, age, social status and other manifestations also plays a significant role. In statistical models of segmentation of this market the primary market usually represents the results, and the secondary market is peripheral, i.e. rings located at the base of the core, characterizing the levels of resistance to violations of the manager's work.

Let's try to find the answer to the question "How to be a valuable manager in the labor market?" The first step is to define the role of the manager. In short, a manager is a specialist in the field of management and organization of work. He manages the staff, he is responsible for one or another direction of the company's work, and he constantly communicates with people [2]. As a leader, he is responsible for the results and he must take the initiative. Managers are required to: Distribute tasks among ordinary employees; Control the quality and results of their work; Create regulations, work algorithms; Negotiate face-to-face, by phone, business correspondence; Do paperwork: prepare documents.

Managers may have other responsibilities, depending on the specialization, position and requirements of the leadership. But the most important duty of manager is to increase productivity in company. It is the basic problem of manager. If manager doesn't know how to improve this index, he is useless worker. Before hiring the manager, the employer thinks about how the candidate can help the company to become better. We can conclude that a valuable manager is that who knows how to give more profit for company.

Second question is „How to be helpful for company?" There a lot of skills which can be useful: math skills, social skills, ability to analyze the information and others. Collectively is called management skills. Unfortunately the university can't improve our management skills. University gives us only knowledge, which we can use on practice. After University manager student is useless to employer, because he doesn't know how the system works. To know it we must work in all structural units from the lowest to the highest. That means we found the answer. To be a helpful manager for a company, we should have work experience and not necessarily managerial. These can be the simple jobs: cashier, cooker, waiter, consultant and something other. Probably every future manager should find a job while studying. The education program of manager is not very hard. That means, it's not difficult to find 20-30 hours a week for a job. To prove the need for work experience, we present the following data.

Based on the diagram, we can understand that after graduation, a student still needs 20 years to become a sought-after employee [3]. This means that the

sooner we start working, the sooner we can become valuable. Undoubtedly, an important factor in successful employment is salary. The average salaries of managers in the largest cities of Russia range from 80 to 120 thousand rubles and higher. University graduates expect about the same salary. But unfortunately they are refused. The main argument of the employer is the lack of experience.

We can summarize and answer the main question. How to be a valuable manager in the labor market? To be a valuable manager, you need to improve and optimize company performance. To do this, you must know how to improve every part of the company structure. And in order to know how to improve each part of the structure, you must have working experience in all positions. Thus, we can conclude that the result of professional activity in the field of management largely depends on the experience in various fields, professional knowledge and skills.

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ВЫСШЕЕ ОБРАЗОВАНИЕ В ОБЛАСТИ МУНИЦИПАЛЬНОГО И ГОСУДАРСТВЕННОГО УПРАВЛЕНИЯ В РОССИЙСКОЙ ФЕДЕРАЦИИ

HIGH EDUCATION IN MUNICIPAL AND STATE MANAGEMENT IN THE RUSSIA FEDERATION

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For many years, Russian people believed that an ordinary person has no opportunity to approach and even more so to become part of the public authorities in the country. Some hold this opinion because of the people around them, who

have always insisted that everything in the country is bought, a simple worker will not be allowed anywhere near it. Others pay attention only to the bad aspects of this area, when an official steals a large amount of money from the regional budget, thereby allegedly confirming the dishonesty and corruption of all people who are related to public administration. Still others are simply insufficiently informed that they not only have the opportunity to become part of this structure and unleash their potential there, but also to learn this in public institutions.

But over time, the approach of Russians to their future within the framework of government is changing. That is why, for 2022, the specialty “State and Municipal Administration” (SMA) is one of the most popular areas of study among applicants who choose their future path after graduation. For the first time in Russia, the topic of training young people for state and municipal administration was raised after the collapse of the Soviet Union in the nineties of the last century [1].

The style of government was changing, and new minds were needed for the qualitative management of the country and the revival of its greatness. Who would be able to do this? The specialty of SMA originates in 1995, when the Ministry of Education of the Russian Federation approved the first Federal State Educational Standard for higher education in the specialty ‘State and Municipal Administration’.

For admission to the specialty, applicants wrote entrance exams or provided the results of passing the unified state exam to the admissions committee. After admission, students had a long way to study all the necessary disciplines for five years. And after passing the diploma, graduates were assigned the status of a ‘Manager’, which allowed them to find work in state and municipal bodies. At the same time, SMA departments are beginning to appear in Russian universities. One of such institutions is the State University of Management (SUM), in which the department was established back in 1932 under the name "Economics and Organization of Urban Economy", and already in 1999 received its final name “State and Municipal Administration” due to the assignment of the classification “manager” among graduates.

At the moment, the department, which is one of the oldest departments in SUM, continues to improve the educational process, allowing students to understand what awaits them after graduation and, most importantly, continues to train worthy managers.

Moscow State University is also one of the first educational institutions to have a department of ‘State and Municipal Administration’. Since 2017, the faculty has introduced a double degree program for graduate students, which allows them to study and subsequently receive a diploma from the State University of New York in Albany [2].

In 2022, students can study the specialty "State and Municipal Administration" at different levels of higher education: bachelor's, master's and postgraduate studies. When entering the first year of the SMA Bachelor's degree program, young students are faced with a list of programs that many of them studied at school. So one of the general education subjects mastered by first-year students of SMA are:

philosophy, where philosophers of different periods and their teachings are analyzed together with the teacher;

psychology, which touches on the topics of behavior in society, the correct construction of dialogue, presenting oneself as a person and ways to preserve one's health, both mental and physical during training, in later life and at work;

economics, where the basics are studied that will help to understand micro and macroeconomics, the causes of unemployment, crises.

The study of general education subjects allows future specialists to be able to move among related fields, to be able to adapt to new conditions, which will increase the likelihood of their candidacy being approved by the employer among other candidates for the position [3].

After the transition to the second year, students lose general education subjects in the schedule and disciplines aimed at the specific study of their specialty begin to appear. So students of the direction of 'State and Municipal Administration' have 'Marketing', 'Management', 'Political Science', 'Constitutional Law', 'Municipal Law', 'Anti-corruption policy', etc.

In the third year, after the end of the sixth semester, students of the Faculty of State and Municipal Administration must complete an internship at an enterprise independently selected in advance, or selected by the dean's office. After completing the internship, a report is compiled, to which a diary with the stages of the work done is attached. The practice also takes place in the fourth year, but it is aimed at writing a thesis. It is worth noting that according to the profile of their studies, students of the SMA direction can undergo industrial practice not only in federal government bodies, local self-government bodies, state corporations, but also in commercial private firms.

Due to the wide-profile program of the direction 'State and Municipal Administration', a future specialist after leaving an educational institution can choose a variety of ways of his further development. So, after studying the program at the university, a student who has made a choice in favor of political science and law will become an indispensable personnel in the field of state structures. A graduate of SMA, whose interest has always been management, will easily apply his knowledge in private business.

But many Russians choose 'State and Municipal Administration' as a specialty for education, not only because of the desire to study in this field. In

many ways, such interest in the faculty is based on confidence in getting a job in the future. And this is partly true.

Undoubtedly, the Russian state is the main employer in the country at the moment, providing more than 40% of employment. People know that after receiving a bachelor's degree marked 'State and municipal manager', they will be able to get a job in many state organizations, for example, in multifunctional centers, in the administration. But do not forget that the state structure is divided into several levels: from municipal to federal. At lower levels, there is an opportunity to find a job with a bachelor's degree. If you want to get a place at the federal and international levels, then you will need a master's degree. There is also an opportunity to become a teacher at a university, but for this you will need to complete both a bachelor's degree with a master's degree and a postgraduate degree.

At the moment, there is an urgent question about the need to develop such a direction as 'State and municipal management' in universities. Speaking on this topic, it is worth noting that in Russia there are many companies, from private to public, that need qualified and experienced managers who are able to be flexible to changing conditions, have critical thinking and the ability to quickly apply their many skills in work. Unlike a large number of companies on the market, the number of really good specialists with the right training is much less than what is necessary for our country. And although in 2022 the Ministry of Education of the Russian Federation reduced the budget for financing managerial specialties, we should not forget that the program "State and Municipal Management" in higher educational institutions trains specialists every year who are able to close questions about poor-quality management of organizations [4].

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**МЕЖРЕГИОНАЛЬНАЯ МИГРАЦИЯ МОЛОДЁЖИ РОССИИ:
ФАКТЫ, ВЫЗОВЫ, ПРОТИВОРЕЧИЯ И РЕШЕНИЯ**

**INTERREGIONAL YOUTH MIGRATION IN RUSSIA: FACTS AND
CHALLENGES, CONTRADICTIONS AND SOLUTIONS**

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School graduates at the age of 18 migrate from their home regions, towns and cities to the bigger ones and this makes serious impact on national welfare. How to prevent this stable trend, which is getting more and more devastating for Russia year from year? The problem is extremely important for Russia as it influences at once social, economic and demographic activities of the population and must be researched more precisely for successful complete of the strategic aims of national development of the decade [5]. The statistics shows that the number of young people migrating at the age of 18 is twice higher than at the age of 16 and 20. Population of Moscow (the most attractive city for students) for the last 10 years increased for more than 11 million. While overall, only 14 out of 85 Russian regions were attractive for migration in 2012-2014. First of all, among them are St. Petersburg, Leningrad Oblast, Moscow, Moscow Oblast, Tomsk, Novosibirsk, Voronezh Oblasts, Khabarovsk Krai. These are the regions where the biggest universities are concentrated [2]. It means that all the other towns in our country in the long run prospective are facing a shortage of young people with all the following consequences. As a rule, it results in the decrease of the employment market, innovation implication and replacement level in the area.

One of the most important reasons of the youth migration to more developed regions is a normal teenagers' intention to be a part of the best students' communities, to enroll more prestige universities and get more valued degrees. The opportunities of the higher education institutions are obviously dependent on the financial resources donated from the government and distributed through

various state rating programs such as “5-100 university” [7], for example. However, it is getting more and more challenging for the local remote universities to enter this list and to get additional investment, compete with the large and well-known educational centers. Nevertheless, regional governments still invent their own mechanisms to prevent youth from leaving the area [3]. One of the most efficient existing ones are higher scholarships for students and unique exchange programs which still allow students to travel all around the world remaining documentary in the home city. Moreover, if no finances are attainable universities launch adaptation programs for school-children to involve them in the social life of the community [4]. There are many successful examples of the implication of the described techniques in Tomsk Universities, which worked for the prevailing number of school graduates. Thus, it is evidently possible to replace and compensate the students’ intention to move away from the city in search of better students’ life.

The second reason, according to the research of the opinion polls by “Wciom” [5] over the last 5 years is a will to live more comfortable life: in better conditions with more developed infrastructure and higher salaries. In this case, many efforts are implemented whereas results in different regions obviously differ. For instance, in Irkutsk region there is a program of support for the young families – new accommodation is provided for the youths who stay in the area and plan their future in the region. While in the northern regions government offers high percentage of subsidies to the salaries and scholarships to compensate the hard weather conditions. In the Far East of Russia we can observe the richest variety of youth integration programs: starting from unique loans for launching an own business and ending with the vast territories of land given almost for free for people to develop in their own way. While people sometimes ignore the evident advantages and instead of them prefer arguable prestige of living in the country center [4].

And finally, the last reason of youth migration to be discussed is a search of jobs: well-paid and applicable. It is hard to state that the bigger the city is, the stronger is the division of labor in the market and the easier it is to find a working place. Whereas, the levels of unemployment of the youths in the rural areas are scarily high, especially with the increase of age of retirement. To solve this problem and to make students stay in the area some tools are applied. It differs from one occupation to the other while there are such popular programs called “A Teacher for Russia” and “Zemski Doctor”. The participants (teachers and doctors) sign contracts, get significant sums of money, flats and work with the only restriction – they have to live and work in a remote area of Russia which is chosen sometimes even without taking into account their own preferences. However, it gives opportunities to travel and becomes more and more popular with the time.

As a result, the average level of unemployment decreases and level of population's happiness increases [6].

Trying to summarize all the challenges and the attainable solutions of the problem of interregional youth migration in Russia, it must be admitted that it is impossible to get absolutely rid of the normal intentions of young people to travel and look for better circumstances in the short run. Nevertheless, in the long run we can gradually create attractive conditions in the remote areas and form attractive for youth tendencies of the youth science centers (Tomsk), free economic zones (Vladivostok) and the other perspective opportunities. Only applying new methods, we can achieve new results to defeat all the negative effects of the migration wherever it happens.

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**МОДЕЛИРОВАНИЕ СОЦИАЛЬНО ОДОБРЯЕМОГО ПОВЕДЕНИЯ
МОЛОДЁЖИ НА СРАВНИТЕЛЬНЫХ ПРИМЕРАХ
СИСТЕМЫ СОЦИАЛЬНОГО КРЕДИТА
В КИТАЙСКОЙ НАРОДНОЙ РЕСПУБЛИКЕ
И ИНСТРУМЕНТОВ РЕАЛИЗАЦИИ МОЛОДЁЖНОЙ ПОЛИТИКИ
В РОССИЙСКОЙ ФЕДЕРАЦИИ**

**MODELING OF SOCIALLY APPROVED BEHAVIOR OF YOUTH ON
COMPARATIVE EXAMPLES OF SOCIAL CREDIT SYSTEM IN
CHINA AND TOOLS FOR STATE YOUTH POLICY IN RUSSIA**

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Social credit system is the trend that scares and inspires people all around the world and at all times. Chinese experiments were a practical realization of Orwell 1984 Big Brother who is “watching you” and became an inspiration for some Black Mirror episodes. At the same time, all of this ideas as a social architecture tool are much closer to reality: in this paper the social credit realities are precisely researched and compared to the Russian ones [7]. It should be admitted in the beginning that the positive gamification trends and peer-to-peer assessment such as drivers and passengers in Uber e.g. is not taken into account here as it has many evaluators, which is absolutely another piece of cake. Nevertheless, even such a democratic instrument shows its darker side in the case of Instagram e.g.: we see the kinds of posts collecting the maximum social credits - likes. They are hardly ever the content we consciously value the most. Therefore, in this given paper the impact is more on states and state controlled systems, which are developed for the ideological purposes of the generation upbringing [1-6].

Both Russia and China used to have strong monarchy for centuries with people used to the figure of a leader who knows better, judges fairly and takes all the responsibilities. This finally resulted into socialist regimes and the

authoritarian pseudo-democratic rulers who keep satisfying the deeply hidden national habits. Nowadays, both countries are struggling against intensive Western assimilation and try to keep control over their people's minds, the continuing Internet isolation is just another evidence. The socially desired survival mission is to make the community structured, well-controlled and devoted to the national ideas that should be dictated, fully controlled and orchestrated by the government [7]. Here the tool of the social credit hits the stage.

It fact, China is a region with a large, ethnically and culturally diverse population, so the search for a universal way to control the masses is a task that has been relevant for several thousand years. Today the level of technological development of the country allows to use the results of processing a large amount of data for this purpose and to ensure their exchange. The social rating of China, or social trust system, is an automated system of norms, rules, and restrictions: legislative, moral, sociocultural, and ethical. The social rating architecture relies on Chinese legislation, regulations, technology, and big data. The Chinese authorities plan to encourage compliance with the prescribed rules and punish violations. With such a tool, the Chinese Communist Party seeks to shape certain patterns of behavior and self-censorship in its citizens. This means that, unlike the similar Western scoring system, through which banks and other financial institutions assess a citizen's creditworthiness, the Chinese system extends to all areas of society [8].

Coming back to the Russian realities, social credits have been collected over the whole life and define our future. In USSR existed the story with pioneers, komsomolts and following party members who were elected due to the same social points and supported by the first priority in professional promotions, realty distribution and vacation days. Up to 2020s in Russia nothing has changed: after RSM – Russian Union of Youth (pioneer heritage), the RSH (SKM – schoolkids movement) was created and now the another one RDDM (Russian movement of kids and youth). The function is the same – to support the most devoted to the state persons. Our schools are toughly but inevitably moving to “ЦИОС” – Russian united education system or its analogs, where all our achievements and fails are noted when enrolling to the universities or getting a job. National project “Digitalization” or federal projects “Social elevators for everyone” keep financing these ideas up until 2030 [10].

"Digital Economy Program 2024" was approved by the Russian government in 2017. It implies not only the abandonment of paper documents in favor of electronic ones, but is also aimed at tracking the activities of citizens. According to Dmitry Kuznetsov, head of the IT department of the Russian Pension Fund, by 2025 most Russians will have a "digital portrait. Up to 80% of the population of the Russian Federation will follow a "personal trajectory of development" which involves recording the achievements and failures of a person

throughout life and then saving the statistics digitally. The corresponding experiment for the subsequent adjustment of the program was conducted in 2018. At the same time, the cost of digitizing the economy was also announced at 3.5 trillion rubles.

Moreover, the culmination of similarities between the Chinese experiments and Russian realities lies in the Russian volunteering system. Volunteering, especially among young people, is becoming more and more popular every year as a method of providing public assistance. Everyone has the right to voluntarily offer their services, skills, knowledge, great inner energy to organizations engaged in charity or engage in individual projects to improve the lives of people in difficult situations. Since 2018, the state provides certain benefits to volunteers in Russia, recognizing the tremendous benefit the movement brings.

Since the law "On Charitable Activity and Volunteering (Volunteering)" came into force, the volunteer movement has been officially recognized, gaining a certain status in society and some benefits. Besides, lawmakers regularly come up with various initiatives to improve the situation of volunteers. At the moment, a participant of the volunteer movement has certain tax benefits and enrollment support:

Compensation for personal funds spent. Volunteers are paid not only for special clothing, personal protective equipment if necessary, travel to the place of work, renting accommodation, food if they work long hours, but also for medical bills if injuries were sustained in the course of the charitable foundation's assignment, and medical insurance against accidents.

All compensation received is exempt from tax burdens, insurance premiums, as not being the official earnings of the individual. The same applies to possible material rewards received by the volunteer as an incentive. Although there is no payment for charitable activities, there is no prohibition on certain rewards, including those expressed financially.

Additional Points for Admission to University Specialized, Bachelor's, and Master's Degree Programs. Each university has the right to independently set the size of the benefit and the way it is implemented. In most cases, a completed volunteer book, depending on the marked activity, can bring up to 10 extra points on admission. Additionally, we would like to add that about 20 universities provide additional points to the participants of the "Yunarmiya" movement [4].

In addition to the above benefits, there are opportunities offered to active youth and adults by educational organizations or employers in addition, which are usually spelled out in the statutes. Every year deputies in the regions and at the all-Russian level work to improve the law on volunteering in order to allocate additional opportunities for socially active citizens.

These volunteers are getting not only promotion preferences: another bonus platform "Drugoe Delo" was created and supplied with expensive tours, valuable

presents and the other things that are not available for regular people out of the system at all [5]. Special medical care, insurance and transport subsidies, educational and internship credits are the next step in the development trend - full social credit accordance.

Summarizing the above mentioned positions, similarities are clear enough to state that the social credits in Russia exists in its early form. Social credit system is a powerful tool to build a collective thinking for the society to unite and either to survive or to destroy itself. The result depends of the way the coin of history is flipped. Increased control over the population - good or bad, everyone will decide for himself. With a competent approach, the negative aspects of this system can be minimized, but the main factor is the readiness of society. In China, as practice shows, social rating has taken root. Time will tell whether something similar can be implemented in Russia.

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**МОРСКОЙ СТИЛЬ В ДЕКУПАЖЕ:
СОЗДАНИЕ АВТОРСКОЙ КОЛЛЕКЦИИ САЛФЕТНИЦ**

**MARINE STYLE IN DECOUPAGE: CREATING AN AUTHOR'S
COLLECTION OF NAPKIN HOLDERS**

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The marine style in the interior dates back to the time when the first ships built, it was important to equip the cabins so that during long journeys there would be comfort for sailors living in them. Later, the direction moved to the premises on land, it became especially popular in England, due to which it borrowed many features of the classical style of Great Britain.

The characteristic features of the direction include picturesque images of seascapes, natural wood products, luxurious textiles, decor items related to the sea: shells, bottles with boats inside, life buoys and others. The color scheme is various shades of blue, ocher, turquoise and white. A lot of ornaments and patterns are use: stripes, the image of anchors, steering wheels, marine animals.

The modern marine style began to be call yachting, acquired laconic features, smooth textures and simplicity. The changes occurred because now a sea voyage is perceive in a completely different way, in the past it was the discovery of new lands, the unknown, long and exciting adventures. In modern times, the main thing in traveling has become a comfortable and relaxing holiday, the power of nature.

Marine style is diverse, so it is suitable for different categories: strict - for youth and men with leadership traits, calm - for those who would like to take a break from the bustle of life, bright - for children who love stories about travel and pirates, clean - for environmentalists.

Decoupage has long been popular with many famous personalities: Marie Antoinette, Madame de Pompadour, Matisse and Picasso. The origin of the technique is not exactly know, elements of decoupage can be found on the walls inside the Egyptian pyramids, in the furniture of Ancient China, in the burial places of the nomads of Eastern Siberia, the first mention of decoupage was in the 15th century in Germany. Currently, the popularity of this art direction is very high.

The technique includes many different styles and ways of decorating, and the amount of information, workshops and books makes it possible for anyone to

try this art. A variety of paper napkins and rice paper gives scope for imagination in creating various works of art.

Currently, the marine style does not welcome the abundance of decor, but it remains important for the marine style. The decoupage technique is great for making retro decor for the interior; with its help, you can create a variety of items for any room in the house. Most often, items such as glass bottles, wooden boxes, trays, plates and key racks decorated.

For the effect of antiquity, craquelure varnish used, due to which the paint cracks. First, the product covered with the color that cracks should be, and then covered with craquelure varnish, before applying; you need to study the instructions, since varnishes from different manufacturers differ in different ways of using. The next layer is paint that will crack, it applied quickly enough, in the same direction, and you cannot brush over the same place many times, as the effect will not appear. Cracks tinted with pastel or paint.

When creating the author's collection, the choice of decor fell on wooden napkin holders of various shapes and sizes. They created after the First World War, when cellulose-wadding wipes, from which medical bandages used to made, replaced cloth. Napkin holders are still relevant, due to which they are suitable for many interiors.

The first step in decorating was the processing of wooden blanks; sanding paper and wood primer used. After that, the napkin holders were painted, and then the decoupage process began. The materials used were white and turquoise acrylic paints, napkins and rice paper with images of seascapes, seagulls and shells, craquelure varnish, mother-of-pearl acrylic outline. Due to the light turquoise and white paint, the effect of waves was created, and the volume was made using a contour. At the end of the decoration, the napkin holders covered with a glossy varnish. The final goal of the work was to create a retro home decor that would remind people of travel, as well as inspire them.

Thus, the marine style has come a long way in development and remains relevant to this day, and the decoupage technique actively used in decorating various interior items.

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**СОВРЕМЕННЫЕ ПРИЕМЫ
ИСПОЛЬЗОВАНИЯ ВИНТАЖНОЙ ФОТОГРАФИИ
В ПРОЕКТИРУЕМОЙ КОЛЛЕКЦИИ ИЗДЕЛИЙ
В ТЕХНИКИ ДЕКУПАЖ**

**MODERN METHODS OF USING VINTAGE PHOTOGRAPHY IN THE
DESIGNED COLLECTION OF PRODUCTS IN DECOUPAGE
TECHNIQUE**

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The decoupage technique occupies a special place in arts and crafts and is popular in the modern world. It is famous for its ease of manufacture, having a unique result. Fans of creating decorative elements with their own hands will undoubtedly get an extraordinary result by using photos, magazine clippings, and other printouts in their work. Decoupage using photos is a great way to create a cozy atmosphere in the house or become a memorable gift for loved ones.

The formation of the "decoupage" technique takes place in China in the 12th century. Residents began to use thin paper to transform the decor in their homes.

In the 17th century in Europe, decoupage reached its peak, when pomposity and luxury appeared in fashion in oriental, Chinese and Japanese styles. In addition, in those days there was a tendency to paint the walls by gluing paper drawings. A little later, almost no London salon could do without interior wall applications with images of architectural elements, city views and so on.

A real breakthrough in the art of "decoupage" happened in the XVIII century. The rooms of English houses begin to be completely decorate with European cities, and after decoupage penetrates almost every house, acquiring a more colorful and realistic look. Many famous artists such as Boucher, Watteau, Pablo Picasso and Henri Matisse used this technique in their canvases.

Nowadays, needle workers have a huge range of opportunities to use various materials, techniques and tools for a more comfortable process of creating their own unique crafts that will ideally fit into the interior of any home. In

addition, decoupage has a huge number of different styles; one of them made a special impression on me and prompted me to create my own product in the vintage style.

Vintage in decoupage is quite an interesting and modern solution to use in your works. This word is of French origin, which originated among winemakers, thus, they denoted the rarest wines, and used to establish stylized fashion trends, focused on restoring the popular trends of previous generations. Styling "antique" has an atmosphere of a lived-in environment, slight wear and cracks in parts. The predominant shades in this genre are gentle, pastel colors, without contrasting transitions.

In this work, these directions taken as a basis, by combining them; unique vintage boxes using photographs were obtained.

Starting a small "master class", arm yourself with the materials listed below, with which you will be able to create a unique decor product:

1. The object taken as a basis; in my case it will be an ordinary wooden box.
2. Photos, napkins or rice paper to decorate the main picture.
3. Sandpaper, for a smoother surface of the product.
4. Ground
5. Acrylic paints (two shades are enough, I recommend using a delicate shade as a basis and a darker one for cracks using craquelure)
6. Craquelure (optional)
7. Glue and brushes
8. Acrylic varnish

The first step is to prepare the product for decoration. It is necessary to sand the box with sandpaper for smoothness. After that, I recommend to estimate the size of the photo in relation to the box and start cutting out the images.

In the second step, cover the product tightly with primer and let it dry, having previously studied the method of application of the manufacturer of your choice.

Then paint the box with acrylic paint. If you decide to use craquelure, then initially apply a different shade to the areas where you would like to place cracks, and then use the main color.

After the acrylic has dried, feel free to proceed to the third stage and arm yourself with glue and a brush, smearing your drawing evenly on all sides and apply glue directly to the place where the application will be. Arrange subsequent images in this way, avoiding bubbles and creases, and leave to dry.

The final step is to cover the craft with a dense layer of acrylic varnish.

Place the finished image in your interior or please your neighbor with your original souvenir. You can create a whole collection of your products from your and home photos, which will perfectly decorate your home!

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**МЕТОДЫ СОЗДАНИЯ
ОСНОВНЫХ ВИДОВ ИНТЕРЬЕРНЫХ ПЕРЕГОРОДОК**

**METHODS FOR CREATING THE MAIN TYPES OF INTERIOR
PARTITIONS**

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Designers have long used room dividers to create the most comfortable living and working conditions. Even the simplest room remodeling can easily create several separate rooms by reducing the original space. Nevertheless, you do not have to be an expert in design or construction to do something like this yourself. In this article, we will look at the types of partitions, the main differences in their construction and popular materials to further discuss methods of creating them.

Partitions can be purely decorative or practical. The first perform a single function - to divide the space. Practical ones are a variety of cabinets, racks and hangers, which adds to their utilitarian value. By type, partitions differ in design and material of manufacture.

By design, they are divided into movable and stationary. Mobile partitions are installed on the floor, and, as a rule, are not attached to anything, and therefore they need a stable base. Their main advantage is the ability to quickly cut off the space and quickly remove it. Stationary partitions are fixed in a certain place and do not move further. Both of these types are popular, so the choice of construction depends on the room and the needs of the future owner.

Materials for partitions are very diverse. An interior partition, in fact, can be made of almost any material. In this article, we will not consider in detail those materials that are difficult to handle, install or make.

What is the most common way to make a partition? If we talk about stationary, there are several leaders. Brick, as this material has high strength and soundproofing, as well as fire resistance. Such partitions are often almost not

decorate because of the texture of the brick itself. Plasterboard, because they have a relatively low weight, uncomplicated installation, and this material is easy to decorate. Plastic partitions are light and inexpensive; the material itself is available in any store. Wooden products combined with almost any interior solution. This includes not only wood itself, but also its derivatives, such as MFD or plywood. Gypsum has become popular in recent years, and partitions have not been spared.

Movable partitions are more often made of lightweight materials such as wood, plastic and plasterboard, often combined with fabric, paper and other available materials. The most popular example of a movable partition is a screen. There are also partitions in the form of hangers and curtains.

Material of the partition wall and its appearance can be very different from each other, depending on the interior, in which it will be place in the future. So, bright, large and surprising to the eye partitions will look great in a public place and in the home on the contrary, it is worth doing something simpler and not straining the eyes. There are several reasons for that: firstly, partitions with "wow" effect are harder to care for, and secondly the human psychology organized in such a way that the more often we pay attention to an object the faster it bores us. Therefore, no matter how beautiful and grandiose is the partition, if you see it every day, after a month it will only irritate the eye. In a public place, which we visit not so often, this will never happen. Therefore, designers recommend choosing neutral colors and simple shapes for home partitions.

So, how does one create a partition wall? Let start with the home interior. Here, too, there are many nuances: for example, heavy partitions made of brick and plaster cannot be put in apartments because of their heaviness. The installation of a brick partition is as follows.

The installation of large partitions begins after the load-bearing structure of the building has been install. The base leveled with cement mortar. To ensure accuracy in masonry corners, use wooden (of shield) or metal formwork and check the verticality of masonry with a plumb line. To connect the walls with the walls when masonry the latter at the junction of the partitions leave a groove (rebate) depth of 5-6 cm. The bricks inserted into it when installing the system. If no groove is left, the partition connected to the wall with metal rods. Wooden wedges hammered into the gap between the top of the partition and the ceiling, and the gap is filled with plaster mortar. To ensure smooth lines to the walls at the junction of the floor and partition walls were attached wooden planks, on which the blocks were laid.

If the length of the brick partition walls 12 cm thicker than 5 m or more than 3 m high, the masonry must be reinforced with strips of mesh or wire laid on the mortar every 4-5 rows and tied down at both ends. It strengthens the vertical

and horizontal bearing structures of buildings. Brick partitions 6.5 cm thick are reinforced to any length and thickness.

After the work is done, there are two ways to finish if the brick is of good quality and textured, but many people prefer to leave it in this form without further surface treatment. If this texture is not suitable for the interior, the partition is putty and becomes like a normal wall.

Next come partitions made of gypsum board. Depending on the operating conditions of the partitions and the type of networks (engineering) laid in them, their cladding, as well as the frame scheme can be single or double. Work on the installation of the partition (performed by two installers) is divided into several main stages: Marking the floor, walls and ceiling; Installing the guide profiles - PN (UW); Installation of vertical uprights of stud profiles - PS (CW); Installing the lintels (door and window openings); Covering the frame with GKL (gypsum plasterboard) from one side; Laying of necessary communications: electrical cables, pipelines; Laying (in the intermediate space) and fastening of insulation; Cladding the frame on the backside; Finishing works.

Try to finish all wet processes related to the preparation and use of mortars by the beginning of work, and clean the installation area of the future partition from debris, accumulations of mortar, foreign objects and protect it from sharp temperature drops.

If you have an even screed and well-plastered and puttied walls, it will play into your hands - it is an ideal base for mounting a metal frame. After all kinds of work, such partitions are puttied and covered with acrylic primer.

Partitions made of wood and wood materials. Such partitions have a large number of possible options for the creation and external shape. It is customary to divide wooden partitions into the following types: frame, panel board, and joinery, solid.

The technology of making a frame partition is as follows:

Measurement of the room and marking on the floor;

Based on these measurements we produce bottom-strapping boards. Fastening done with screws or self-tapping screws;

Then sawed to measure the uprights and cross components of the frame. Their installation carried out in two ways: separately, or the installation of the frame after assembling it on the floor. Mounting done with screws or self-tapping screws. The outermost posts fixed to the wall;

Frame wedged at the top and fixed with fasteners;

After that, between the elements of the frame put insulation (if sound insulation is needed) and execute sheathing. You can cover with plasterboard or cladding.

To do with his own hands panel and carpentry walls guided by the following sequence of actions: Measuring the room and marking; Making planks

(solid) of boards with a thickness of 20-40 mm; On the surface of the floor and the ceiling are nailed bars that form grooves to install the shields. The board can be two or three-layered; Assemble the partition from the shields in height, inserting them into the grooves formed by the bars; Soundproofing material can be placed between the layers; The dimensions of joinery partitions depend on their purpose; They are made both to the full height of the room and with a 30-50 cm gap from the top edge to the ceiling.

When making frameless partitions, work performed in the following order:
Measuring the room and marking;

Fixing the bottom strapping; Making a groove on the beam strapping by nailing two bars. The groove must be equal to the thickness of the partition boards;

A triangular-shaped bar attached to the ceiling. It will serve as part of the groove for fixing the top, so the location should correspond to the bottom fixing;

Install vertical boards, starting with the one that is located at the wall. It is pressed and nailed to the triangular bar from above;

Install all the boards one by one. The space between the individual elements filled with oakum, assembly foam or insulating cord;

After the installation of boards nailed to the ceiling of the second triangular groove element;

Perform planking of the partition;

Instead of bars for fixing to the floor and ceiling, you can use metal corners.

For the correct self-made partition for the home interior of wood or other wooden materials, it is necessary to select the correct type of wood, to treat it with antiseptics to prevent rotting. This category also includes screens, for which a frame is made of several identical parts and fastened together by hinges. Filling the screens in a variety of ways: from the hard plastic boards to the thin paper and cloth. This also includes shelving, which performs two functions at once: zoning and storage.

Plastic partitions used to be used in bathrooms or workrooms. Nevertheless, in today's realities, they increasingly being installed in living areas as well. They can be either frame structures or all-monolithic ones. Thanks to modern technologies, it is possible to create a partition of any configuration and in any shade, apply photo printing or make transparent inserts. Most often plastic partitions are sliding (due to their lightness). For this purpose, a slatted frame mounted to the place of the desired opening. It is worth doing everything accurately; otherwise, in the future, the leaves may not open or close all the way, and monitor the level so that the doors do not move apart. After assembling the frame, the doors themselves assembled, and then suspended on special lamellae on the sliding mechanism.

No one forbids the use of all these types of partitions in a public space as well; it is just worth remembering that they will have a completely different decor.

Nevertheless, there are also partitions that are inherently unsuitable for the home: a living wall of plants is a prime example of this. This is a very popular idea for offices or libraries, recreation areas or coffee shops. Nevertheless, despite the simplicity of the design, which is a simple metal frame, as in plasterboard or wooden partitions and crossbars on which pots hung and plants tied, you should immediately reject this idea. Such a partition is difficult to care for: many plants are very meticulous; moreover, it would be a collector of dust. Not to mention the fact that it will just look rather inappropriate even in a private house, not to mention the apartment.

Thanks to modern technology, interior partitions can boast not only a great variety in form and material, but also in design. In spite of this huge variety, the installation of these partitions is largely similar. Knowing the method of creating a partition from one material, you can safely say that you know the method of creating and from another. Thanks to easy assembly even without professional skills, anyone can cope with it.

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ИСПОЛЬЗОВАНИЕ ШОКОЛАДНЫХ КОНСТРУКЦИЙ В ОФОРМЛЕНИИ ОДЕЖДЫ

THE USE OF CHOCOLATE DESIGNS IN CLOTHING

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For society, the costume has always played a huge role at the entire stage of development. Natural accidents and anomalies in history gave rise to great changes in clothing. The nature of the costume is twofold. Firstly, it created by human labor with a practical purpose, and secondly, it has its own images and ideas that help to see the various functions of clothing, philosophy and contemplation [1].

The costume includes many meanings. These include clothes, shoes, accessories, makeup, hairstyle, gait, expressive movements, and gestures. From all this, a collective image with an aesthetic function is formed.

The history of fashion is inseparable from the history of costume. That is why the suit goes with fashion. Nevertheless, this does not mean that they are equal. The history of costume originated before fashion, starting from the period of primitiveness, and fashion itself is a social phenomenon that appeared later [1].

The term "fashion" (from the Latin "modis") means an image, a rule and a measure, they are still mastering and researching. Fashion is an inseparable part of the art of costume [1]. The question of the origin of fashion remains open. Some believe that it appeared during the late Middle Ages, others associate it with the birth of capitalism, and a third party believes that fashion appeared only in the 20th century, when the trademark was born.

Fashion is cyclical. Fashion always repeats itself. Because a person gravitates towards innovations, new designs and forms in clothing appear. Signs of fashion development include the appearance of seasonal alternating cycles: autumn-winter, spring-summer. Because of this, there are rapid changes in fashion trends [1].

High fashion is limitless and chocolate clothes are no longer a novelty at the shows. Designers are starting to use chocolate in their collections. This is unusual and creative, and allows you to look at delicious chocolate in a new way [4]. Although wearing such clothes is not easy. She is short-lived, there is a risk that the chocolate may break or melt on the models. When creating "costumes" designers pay great attention to even the smallest details.

Despite these disadvantages, there are no fewer people who want to try on such outfits. Most often, along with chocolate, other materials, such as textiles, are used in creating a costume. The fabric can play a major role in creating the image, and serve as a substrate for sweet decor [7].

Fashion shows made of chocolate held annually as part of exhibitions of the chocolate industry. The French Foreign Ministry supports these exhibitions.

Chocolate introduced into High fashion by Sylvie Douce, the founder and organizer of the chocolate industry at the beginning of the "zero". Various dresses, jewelry, accessories and even underwear created. Now, the famous couturiers engaged in the creation of chocolate products are over 200 people. Such masters as Igor Chapurin, Sonya Rikel, Yulia Dalakyan, Paco Raban and many others are well known. Different creative products created from chocolate, having different complexity of designs and shapes [2].

The largest show in the world dedicated to chocolate is called "Salon du Chocolat de Paris" [6]. The event takes place every year, in Paris, the cancellation was only in 2020 and 2021 due to the pandemic. Famous designers, models and chocolatiers from all over the world gather at such an exhibition.

When creating products, high-quality chocolate or chocolate glaze is used. The preparation of chocolate elements or structures requires compliance with certain rules and techniques. Use tempered chocolate. It can be cast in various forms, cut down with a metal shaped notch or cut with a knife.

Tempering of chocolate does not happen quickly. This is a complex process. First, the chocolate (couverture) is crushed, and then heated in a hot bath to 33-34°C. Before pouring chocolate into molds or on a marble table, it should have a temperature of 29-31°C. After that, there is a cooling stage at a temperature of 8-12°C. In addition, after this stage, further work can begin [5].

Russia also has an international exhibition dedicated to chocolate called the «Chocolate Salon». It takes place every year, but in 2020 and 2021, it was cancel due to the pandemic. About 30 of the best premium chocolate manufacturers, chocolatiers and handmade manufacturers offer their products at the event. For example, the brands MaRussia, Date Manager (the official supplier of the Kremlin), FreshCacao, Teville. In addition to Russia, other countries participate (Belgium, Japan, Italy and others) [3].

The exhibition shows entertaining fashion shows, where chocolatiers united with designers of the Vyacheslav Zaitsev School-Studio and the Russian State University. A.N. Kosygin. There is a collaboration of designers and chocolatiers. The task is to combine creative abilities together to create a unique and creative fashion product.

A long lavender floor-length dress created for the contest. The idea was to combine a textile base (dress) with various chocolate elements: a corset, a bag, earrings and a belt decor. The inspiration was a beautiful and delicious dessert -

pudding. The costume used fabrics such as satin, chiffon, organza. The dress consisted of a corset, a skirt with wedges and a long belt. Chocolate elements and designs were made of tempered chocolate painted in lavender colors. As a result, the costume turned out to be decorative, eye-catching.

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**РАЗРАБОТКА КОЛЛЕКЦИИ ДЕРЕВЯННЫХ ИЗДЕЛИЙ
ПОД ДЕВИЗОМ «ВЕСЕННИЕ ЦВЕТЫ»**

**DEVELOPMENT OF A COLLECTION OF WOODEN PRODUCTS
UNDER THE MOTTO «SPRING FLOWERS»**

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What does the flower motif mean? The meanings assigned to plants are sometimes changeable and contradictory, therefore they are not something invariable. The floral motifs of one people often differ from the motifs adopted

by another. This is due to the fact that the symbols of flowers were influenced not only by myths and legends popular among the people, but also by important historical events that are associated in their own way with different colors.

The flowers are beautiful and full of tenderness. They are symbols of love and memories, beauty and transience. For many millennia, flowers have evoked joy, beauty and perfection of nature, an extremely high need to evoke an emotional response in a receptive soul.

There is not a single type of creativity in which the image of flowers would not be reflected. Floral symbolism also had a huge impact on arts and crafts. The beauty of modest and simple household items is connected with the fact that the people understand life itself as a manifestation of beauty and realize the importance of each item necessary in everyday life, with the belief that a good thing brings happiness and prosperity to the house.

Decoupage is a technique for decorating various objects based on attaching a drawing, pattern or ornament (usually carved) to the object, followed by coating the resulting composition with varnish for safety, durability and a special visual effect.

This technique has a very long history. It originated in the Middle Ages and was invented in China. It was the Chinese who were the first to decorate household items with multi-colored paper. And to make the product look even more beautiful, they covered it with several layers of colorless varnish. Many famous personalities were fond of decoupage, and now this ancient technique has returned to fashion again and is widely used in different countries. However, in Russia, interest in it increased about 3-4 years ago, but so far this technique remains little known in our country. With the help of decoupage, you can create original and unique accessories and products of arts and crafts. This type of creativity is not particularly difficult to perform, but it requires a sufficient amount of time, as well as accuracy and care. The better the work is done, the better the end result will be.

The collection is created using decoupage technique using plant motifs and includes 4 items: 2 caskets and 2 vases. The inspiration for the creation was the beautiful spring flowers. Products with such images will always remind you of the wonderful time of the year, when all nature wakes up, and also cheer you up.

The work began with the selection of wooden blanks for future products. Preference was given to caskets and vases, as they are most often used in everyday life and look interesting in decoupage technique.

Then napkins were chosen for decoration. Their huge variety and it was not difficult to find the right ones, and the search was a pleasure, even more inspiration and desire to get to work as soon as possible.

Decoration began with polishing the products so that the surface was smooth and workable.

The second step was the primer. This is necessary to strengthen the products and improve the adhesion of the paint to the surface. The primer was applied in 2 layers.

Next, the paint is applied. Each blank is covered twice for the best effect.

After thorough drying of the product, napkins can be glued. Rice paper is also suitable for this purpose. Before gluing the napkin, you need to cut out the motif from it and separate the 2 lower layers so that only one with the pattern remains. It must be carefully glued by applying glue either on the napkin itself or on the surface of the product. It is advisable to prevent the appearance of wrinkles and air bubbles, so the work will look more beautiful.

When the glue dries, each element is varnished, and after that the whole work is varnished in 2-3 layers for reliable fixation. All works in this collection are made using glossy varnish, but matte varnish can also be used. So you can achieve another interesting effect and texture.

The last stage is the finishing of the inner surface of the boxes and the bottom of the vases. This is done using velvet paper, which is glued to the bottom and walls. The color is selected in accordance with the main color of the product.

In addition to the actions described above, there are also various decorative techniques in decoupage, for example, applying three-dimensional drawings, adding decorative foil, etc. They make the product more interesting and add zest.

The collection contains three-dimensional patterns on the boxes. They are made with a special mother-of-pearl paint from a tube.

In addition, one of the vases is adorned with fine gold leaf for elegance and brilliance. Potal is a very thin gold foil of various sizes, imitating gold. In this work, it is in the form of scales and is simply poured onto the glue in a dense layer. It oxidizes over time and may lose its luster due to contact with water. To prevent this from happening, the gilded surface should be protected with several layers of varnish. In addition, during the gilding process, too vigorous smoothing of the foil should be avoided, as this will dull it and become dull. Achieving perfect gilding at home is not easy, especially if the object is complex and unusual in shape. Specialists use a special wide brush with a long pile.

While working on the collection, I mastered the technique of decoupage. The work gave great pleasure and did not cause any special difficulties. It was an interesting experience and a pleasant pastime.

Finished products correspond to the theme of the collection and can be fully use in everyday life. They will not bring harm to health, as they are made of environmentally friendly materials. Such products will serve not only as a beautiful and practical little thing, but also as an excellent gift that will delight the recipient.

In the modern world, people have become less creative and have almost no interest in art. Nevertheless, fortunately, the decoupage technique continues to

develop to this day. New ways of decorating appear and existing ones are improved. The older generation passes on their skills to the younger and instills in him a love for creating beautiful products with his own hands.

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КЛЮЧ К УСПЕШНОЙ САМОРЕАЛИЗАЦИИ И УПРАВЛЕНИЮ

**THE KEY TO SUCCESSFUL SELF-REALIZATION AND
MANAGEMENT**

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As a future manager, I must become an excellent example and a worthy leader for my team. So, I wondered what could help me achieve this. And the answer struck me - philosophy. How often do we even think about it. But it was by thinking about it that I came to amazing conclusions and conclusions that I want to share with you.

But in order to go directly to philosophy, I want to talk about two concepts that are the foundation for a better understanding of further reasoning.

Let's start with the intellect. Intelligence is a tool for human interaction with reality, as well as a way for a person to survive in the world (more precisely, knowledge is the source of survival, but it is a consequence of the work of the mind). This is explained simply: when a person has a need, he raises it to the goal, and only knowledge can answer the question of how to achieve the goal. That is, there are no clear instructions that will allow you to achieve your goals. How strong your knowledge is, how effectively you can achieve your goals. Intelligence also includes the concepts of thinking and logic. Thinking is the

ability to identify and integrate something new. As if the mind with the help of feelings says that there is something new, and thinking identifies it and integrates it into your life. This is how knowledge is obtained. Logic is needed to test this very knowledge. And in turn, it rests on the axiom that there is reality. It turns out that logic is similar to the laws in the exact sciences. Just as you cannot introduce into science a formula that contradicts its basic laws, so in life logic will not allow knowledge that contradicts reality. From the above, we can conclude that in addition to the only way to survive, intelligence also affects the quality of survival. That is, how correct your judgments, thinking style, knowledge and logic are, the better you will achieve your goals [1].

The second concept is morality. What is morality?

Morality - the rules that determine behavior; spiritual and mental qualities necessary for a person in society, as well as the implementation of these rules, behavior.

I believe that morality is a huge new step in human evolution. Since morality arose simultaneously with a more or less developed society. This happened because morality is rules, and in any society rules are needed, otherwise it will not be effective (by efficiency, I mean how quickly goals are achieved). And it is important to understand that it was a conscious step of a person to accept these rules. Since it is beneficial not only to society, but also to himself. This is explained by the fact that society requires a person to have his ideal, and morality is the new and last step towards it. And if a person follows morality, then he will approach his ideal, which is undoubtedly a good thing [2, 3].

Now it is important to explain the purpose for which morality was created. To answer the questions: what is good and what is bad. Why is this division necessary? For the efficiency of society. And here it is worth dwelling on such a concept as development. I have already mentioned it indirectly many times, talking about the achievement of goals and the effectiveness of achieving goals. Why does humanity need development in principle? I will divide development into two directions: material and spiritual. In material terms, development is needed to improve the quality of life, and spiritually, for a happier and more conscious life.

Thus, it can be understood that the intellect is the only way to know the world, and morality is the rules that were created by the mind, and following which is an important factor for effective development. And all of the above is united by philosophy.

Now is the time to talk about the application of philosophy in management. Initially, I mentioned that my goal is to become a good example for my subordinates and a worthy leader (manager). But even here, two logical questions arise: what does a good example mean and what does a worthy leader mean? What measures will we use to establish the desired parameters? And here again

philosophy comes to the rescue. If people have the same outlook on life, then such a question simply cannot arise. Because they have the same value system. It follows that my first priority will be to build the philosophy of my team. So that our goals, values and methods of achieving them are the same. And here a new question arises, how can I put together a philosophy correctly? Well, firstly, I specifically received the knowledge that will allow me to do this most correctly. Secondly, I can take into account the opinions of all my subordinates and make corrections.

And in fact, this is a huge step towards successful cooperation. A single philosophy allows you to work conflict-free and efficiently. Which saves you a lot of problems. For example: conflicts, misunderstandings, disagreements, different interests, systems for personnel control.

Thus, setting a single morality leads to effective interaction within the team. And already based on these habits, you can install and implement systems to improve the work of the team. Knowing that you will not be surprised by the behavior of your employees, and also that following the established rules is mutually beneficial.

Also, as a leader, you must be responsible for your employees and constantly think about improving their working conditions. Be their friend and comrade. Take tasks for the team and set goals that are beneficial to all participants. As a leader, you must become a father to your team. And they will be your children. For your children, you want the best, but this is not necessarily indulgence in all desires and requests. The task of the father is to raise worthy children, for whom he will be proud. He must be moderately strict, moderately kind, fair and honest. A father is a mentor whose task is to raise worthy members of society. Likewise, a team must be formed. Because in such a team there will be warmer and fairer working conditions. Therefore, the team will give all the best than in normal conditions. But you, as a leader, must give all your best for the team at the same level [4].

In fact, a single philosophy allows you to create unique working conditions. These conditions lead to high team productivity. And high productivity allows you to gain an advantage over competitors.

Thus, the emergence of a single philosophy within the team leads to pleasant internal relationships, efficient work, which in turn gives an advantage over competitors, and which leads to higher monetary rewards for the team. Therefore, I consider philosophy important and necessary to achieve my goals.

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**ЭВОЛЮЦИЯ ОБРАЗОВАНИЯ:
ПОДГОТОВКА УНИВЕРСАЛЬНЫХ СПЕЦИАЛИСТОВ**

EVOLUTION OF EDUCATION: GENERALISTS TENDENCIES

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The request for specialists and generalists reflects the phenomena observed in the business world. The author showed that the growing difference between the role of specialists and the role of generalists in the business world and government institutions is becoming more noticeable. At the same levels of organization, they often perform completely different functions and operations, and play a different role in solving problems. In a technology-saturated world, both specialists and generalists perform vital functions. When solving problems, their functions must be combined, which requires a good connection between specialists and generalists. The necessary connection is established by the rules of problem-solving that determine their actions. Due to deficiencies in the rules, many problems can only be solved by half or is excessively complicated. Professionals need specific data to solve specific problems. Generalists need a wide range of ideas that are useful when considering under-defined problems on a large scale [1].

Discussions about the role of narrow and broad professionals in the organization have been going on for a long time. Some scholars consider professionals with wide knowledge to be more valuable. They represent the era of innovation, the domination of an interdisciplinary approach to the new technologies' creation. Others note that without professionals with the knowledge necessary to perform specific tasks, it is impossible to achieve production goals. There are a number of reasons that have led to increased interest of organizations in the comparative analysis of generalists and specialists. These include changes

in the range of tasks solved by organizations under the conditions of saving resources and reducing funding for counseling and staff training; changes in the management system, the introduction of new technologies, for example, agile-methodology; high demand for organizational change and the involvement of all employees in the alternative-search and decision-making; high demand for leadership at all managerial levels.

Modern organizations require the working teams having the capabilities of multidisciplinary knowledge base, referred as persons having T-shaped skills [2] unlike the classical approach of having specialists for each organizational task.

According to the T-shaped approach, vertical skills in an individual are the most essential capabilities for new knowledge creation among the team members while the horizontal skills are the ability to combine more than one skill sets in the team members to offer and support creativity and novation [3].

A generalist, knowing a broad range of issues, can see a bigger picture and produce ideas and solutions to specific issues and work problems. Overall, generalists tend to have more transferable skills than specialists do. In a fast-changing working environment, transferable skills are becoming increasingly important. Here we speak about such skills as effective communication, planning, and project management, which help generalists working in different industries and sectors. As a result, generalists have a very important benefit of career flexibility. Generalists have a broader understanding of things and possess a selection of transferable skills, they also have wider career opportunities.

We can distinguish at least three slightly different types of professionals in the organization who are referred to as generalists. Professionals who work within the same unit have clear functional responsibilities. They are invited to work by management to optimize the personnel issue in the company and in the hope of improving the quality of management. Professionals who, due to their job responsibilities, must solve a large number of diverse tasks and interact with very different culturally and socio-economic people. Professionals who work in different departments of the same organization or in different organizations at the same time. They must assess the possibilities and prospects of their development, take the necessary managerial steps and economic calculations of the feasibility of the efforts made.

The interest in generalists also demonstrates the instability of concepts and rules on which many processes in organizations are based. If in the “era of specialists” organizations showed a tendency to follow clear definitions and rules, then in the “era of generalists” these definitions and rules are formulated in project groups and teams and are subject to examination by similar groups and teams. In the sphere of the analysis, we can say that the professional paradigm is changing in the direction not of opposing specialists to the generalists, but of finding a

possible combination of the merits of both in the activities of a particular person or work teams.

All this raises questions regarding the training system for such specialists. Obviously, these generalists need fundamentally new competencies in comparison with classical programs. We will consider examples of training programs for generalist specialists in universities of the Russian Federation.

The education system is still poorly focused on the training of generalists, although many programs of faculties and schools of public administration have long ago switched to the training of such specialists. For example, the educational program “Management” of the Faculty of Public Administration of Moscow State University “focuses on the model of the “manager-generalist”, in which a significant place is given to decision-making as the main management process, focusing on learning the basic management methods, including in crisis situations.” The bachelor’s program in Public and Municipal Administration¹, implemented by the Department of Politics and Administration at the Faculty of Social Sciences of the HSE and received international accreditation by European Association for Public Administration Accreditation, is a positive example of a real attempt to prepare generalists for public administration.

The introduction of dual educational programs [4] meets the modern challenges of society and is based on the existing foreign experience. Dual educational programs open up additional opportunities to improve the efficiency of training highly qualified personnel. Dual professional training programs are a combination of training programs for specialists at different levels and / or in different areas and scientific specialties. The introduction of such programs requires universities to deeply analyze the content of the relevant curricula in order to integrate them and closely interact in the student's learning process. In essence, we are talking about the system integration of the content of education in the organization of dual education in different areas or specialties or cross-cutting education at different levels with the award of appropriate degrees.

Dual programs provide diversification of vocational education due to some of their features, namely: dual programs allow you to increase the variety of professional programs offered; training in dual programs contributes to a more versatile professional development of students; dual programs ensure the interconnection, interpenetration and mutual influence of various systems (science and education, science and production, the direction of master's training and the scientific specialty of preparing a candidate of sciences, master's and postgraduate studies, etc.), which leads to qualitative changes in vocational education. Thanks to the implementation of dual programs, it is possible to expand the range of vocational education trajectories offered to applicants, reduce the time and cost of training, improve the quality of training, the possibility of combining the resources of education, science and business to train highly

qualified specialists. Dual educational programs are one of the areas of reforming vocational education, which expands the chances of educational institutions for successful functioning and development in the market.

A dual educational program is a combination, as a rule, of two programs, each of which corresponds to any one specific specialty (direction) and degree, let's call them source programs.

The basis of training programs in any specialty are three groups of disciplines: foundation disciplines, core disciplines and electives. Foundation disciplines are the general theoretical foundations for the training of the relevant specialist. Core disciplines constitute the invariant core of any program. They are its main part and are rigidly defined.

The elective part of the program is directly related to the area of specialization and is a set of disciplines with which students deepen and hone their knowledge.

You can find certain advantages of training in dual programs. First, it saves time. It is obvious that less time will be spent on mastering the dual program than with the sequential mastering of the two original programs. Secondly, students are offered a number of disciplines that give the opportunity to simultaneously specialize in two selected areas of activity. The third advantage is related to financial aspects and, accordingly, follows from the first, which is especially relevant in the conditions of training on a commercial basis. Since the number of disciplines that will be studied by the student is reduced, the cost of their education is also reduced.

It is possible to single out the following conditions for the implementation of dual educational programs in the system of higher and postgraduate education:

structuring programs with the allocation of fundamental, basic and elective disciplines;

individualization of the learning process, enabling each student to choose their own version of the dual program;

logistical, advisers and documentary (catalog, course plan, etc.) support of the learning process for dual programs.

The structures of dual programs can differ both in specialties and degrees. There is dual training at the same level in two areas / specialties (unification "horizontally"). An example is the preparation of masters in two directions and dual training at two levels in one direction or in the direction and the corresponding specialty (merging "vertically"). An example is the dual program "Master - PhD".

Dual training at two levels in different directions or in the direction and specialty that does not correspond to this direction (a combination of "vertical" and "horizontal" associations). An example is the dual program "bachelor in one direction - master in another direction". Dual programs may differ depending on

the degree of involvement of educational and scientific structures in the process of their implementation, in other words, on partners. The following options are possible:

intra-university, as a variety - intra-departmental, inter-departmental, interfaculty, with the involvement of intra-university units that are not involved in educational activities (design bureaus, etc.);

interuniversity (universities of the Russian Federation) [5];

with the involvement of academic structures (institutes of the Russian Academy of Sciences) - mainly carried out at the stage of implementation of the scientific component of dual educational programs of both master and candidate levels;

interuniversity (foreign universities).

Dual educational programs in the system of higher and postgraduate professional education can be considered as an innovative model for organizing the educational process.

In conclusion, we can note that there is a need to build a systematic concept for the professional development of generalists, which will allow, on the one hand, to create a professional environment in the society for carrying out the planned innovations, and, on the other hand, to conduct these innovations without prejudice to the basic foundations of human life. This interest in generalists in organizations testifies the second Renaissance. The Renaissance was the era of generalists such as Leonardo Da Vinci. Maybe we are already experiencing this period or it is around the corner. But what will be the result of this revival depends on those concepts of professionalization that will have leading positions in our society.

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ПОВЫШЕНИЕ КАЧЕСТВА ОБРАЗОВАНИЯ

IMPROVING THE QUALITY OF EDUCATION

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This article analyses the ways of improving educational process. It studies factors influencing teacher's effectiveness.

What is education? There are so many different definitions of it. Education is knowing about the facts of life. Education is understanding how to create the world around us. Education is the only way to win the world. All of them are correct.

The quality of education is becoming a really important issue. It is the main guideline of UNESCO policy. All countries of the world realize that it is the quality of education that is the most important indicator of the competitive advantages of a society.

Today the USA, the UK and Australia are the flagships of high education. Times Higher Education (UK) annually publishes a rating of the best universities and 6 Australian educational institutions are in the top 30. In 2019 Australia had more than three hundred thousand foreign students. We know quite a lot about prestigious American universities, such as Harvard and Yale, as well as the top three universities from the UK (Oxford, Cambridge and St. Andrew's university), but Australian universities are not that well-known to Russian people.

Let us have a look at universities in Australia and its high education. There are more than twenty world-famous universities there. They occupy high positions in world rankings and are centers of research and science. International students come to Australian universities because of high-quality standards of education, international atmosphere, developed infrastructure and prestigious diplomas [1].

Australia used to be a British colony. It is still a part of the Commonwealth of Nations. As a result, education in Australia is built according to the British model, and the educational process is equipped with all the necessary manuals and technical means. It is famous for high organization and quality of teaching.

The effectiveness of a teacher depends mostly on their approaches, their knowledge and the acquisition of a wide range of skills and competencies. But many also believe, that the quality of teaching is determined by personal qualities. Many states and territories of Australia are involved in the development of

Professional Teaching Standards, which are quality standards for teachers. They reflect the characteristics of teachers and effective teaching models [3].

An effective teacher has extensive knowledge, deep understanding of the subject, problem-solving skills and communication skills. Undoubtedly, the environment of effective teaching depends on financial support, public support, and self-discipline of students. Also, teachers should possess cultural knowledge, be able to connect things well and be skilled at presenting facts.

Intellectual qualities are really important. The teacher should be encouraged to choose the necessary knowledge, ideas, skills and values from the curriculum. The teacher independently forms their understanding and knowledge of the subject. The teacher also should be able to develop students critical understanding of selected science and skills [3]. Also, teachers develop critical thinking. It demands a systematic way of evaluating new information. It encourages students to question their knowledge, their opinions, stereotypes and decisions.

The teacher should be able to create, maintain and develop a learning environment that can extend beyond the classroom. An effective teacher knows how to make students want to get extra knowledge.

Other traits of a successful teacher include: good listening skills; passion for their subject; the ability to build good relationships with students; friendliness; organizational skills; work ethic.

It is worth mentioning that good teachers have high expectations for all students. The internal factors helping teachers to be effective are perceptions of themselves, students, work and their goals. An effective and successful teacher demonstrates talent, creativity and intelligence. An effective teacher is a master of goal-setting. It should be mentioned that the enthusiasm and energy of the teacher are really important. A teacher who has fallen in love with their work is always successful.

Teachers should be natural. Young people around them see and understand everything. Effective teachers are open and honest in their attempts to help students learn.

Also, a very important quality of a teacher is to be able to admit mistakes. Almost all teachers make small mistakes while teaching. It can be a numerical mistake, or a grammar mistake or a spelling mistake. Most teachers believe that if they admit mistakes, they will lose their authority with students.

Being in love with your work is a very important characteristic of a teacher. Sensitivity to students also matters a lot. Passion is always looking for something new and unique. Passion facilitates learning thorough enthusiasm. Passionate teachers create effective learning conditions and boost potential of their students [5, 6].

A good teacher is always a good listener. Sometimes for a student it's more important to find someone who is ready to listen to their ideas than someone who will just preach their subjects. Effective teachers are attentive. Psychologists believe that a sense of humor as an important component of teacher-student communication. An effective teacher should joke in the classroom [4]. A good joke helps to release the tension of the moment. A relaxed student is able to succeed, while a tense student is less likely to do so. There are some students who prefer not to say anything in order not to make any mistakes and not to be corrected by a strict teacher.

Effective teachers are creative. They create new tasks; they always look for new sources of information. They are curious and able to solve problems. A curious teacher will always be at the same wave length with the students being able to grab their attention. They are not afraid to test new ideas such as case study, story-telling and so on [2]. Of course, creating tasks for new projects is very time-consuming, but it makes the whole educational process a lot more interesting. Curiosity helps to find new approaches and meet the challenges of the time. The pandemic was the time of a huge challenge for many conservative teachers. Those who were ready to test new applications and platforms and ways of video-conferencing were able to go on, while those who stubbornly waited for the pandemic to finish had to quit. Problem-solving and case studies are considered a great part of the educational process. Successful teachers are passionate about their work. Teachers who can change a student's life are real masters.

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