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SCIENCE, CULTURE AND PEDAGOGICAL EDUCATION – CONSOLIDATING THE POSSIBILITIES

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

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

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

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

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

Aims and purposes of the conference:

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

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

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

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

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

The main directions dealt with at the conference:

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

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

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

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

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

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

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

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

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

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

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

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

The audience was welcomed by:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There were six sections at the conference:

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

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

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

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

6. System analysis of educational practices.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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НАУКА, КУЛЬТУРА, ПЕДАГОГИЧЕСКОЕ ОБРАЗОВАНИЕ – КОНСОЛИДАЦИЯ ВОЗМОЖНОСТЕЙ

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

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

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