

*Scientific Journal*

*Founded in 2006*

Registered by the Federal Service for Supervision of Communications,  
Information Technology and Mass Media  
PI № ФC77-61037 of March 5, 2015

**Translated Title:**

Herald of Tver State University. Series: Pedagogy and Psychology

**Founder:**

Federal State Budget Educational Institution of Higher Education  
«Tver State University»

**Editorial Board of the Series:**

Acad. of RAE, Dr. of Pedagogical Sciences, prof. I.D. Lechitskiy (*editor-in-Chief*) (Russia);  
Acad. of RAE, Dr. of Pedagogical Sciences, prof. S.K. Bondireva (Russia);  
Acad. of RAE, Dr. of Pedagogical Sciences, prof. I.V. Dubrovina (Russia);  
Corresponding Member of RAO, Dr. of Psychology, prof. O.K. Pozdnyakova (Russia);  
Corresponding Member of RAS, Dr. of Pedagogical Sciences, prof. A.V. Jurevich (Russia);  
Dr. of Pedagogical Sciences, prof. A.L. Busygina (Russia);  
Dr. of Psychology, prof. O.S. Deineka (Russia);  
Dr. of History sciences, prof. Wang Rui (China);  
Dr. of Psychology, prof. T.A. Zhalagina (Russia);  
Dr. of Psychology, prof. N.V. Kopylova (Russia);  
Dr. of Psychology, prof. S.N. Makhnovets (Russia);  
Dr. of Pedagogical Sciences, prof. Venka Kuteva-Tsvetkova (Bulgaria);  
Dr. of Pedagogical Sciences, prof. O.N. Oleynikova (Russia);  
Dr. of Pedagogical Sciences, prof. I.M. Osmolovskaya (Russia);  
Dr. of Psychology, prof. A.L. Sirotuk (Russia);  
Cand. of Psychology, assoc. prof. E.D. Korotkina (Russia);  
Cand. of Psychology, assoc. prof. M.V. Moroz (*executive sekretary*) (Russia)

**Editorial Office:**

24, 2nd Griboedova st., Tver, 170021, Russia  
Tel.: +7 (4822) 52-09-79 (ext.117)

*All rights reserved. No part of this publication  
may be reproduced without the written permission of the publisher.*

© Tver State University, 2025

## **CONTENTS**

### **General psychology, personality psychology, history of psychology**

Babichev I.V. Features of skill development mental self-regulation in adolescents with damage to the musculoskeletal system .....	6
Dembitskaya O.Yu. Psychological stability of personality in the context of the digitalization of society .....	15
Ibragimov A.U., Feoktistova S.V. Theoretical analysis of the problem of self-harming behavior in adolescent students.....	24
Menshchikova A.L., Potapova E.A. Analysis of modern foreign studies of the feeling of insecurity in adolescents .....	34
Chernysheva A.A., Bessalova T.M. On the personality subjectivity in the modern digital world.....	44

### **Labor psychology, engineering psychology, cognitive ergonomics**

Demidenko N.N., Kovaleva D.P. Psychological analysis of the phenomenon of intrapersonal conflict of women as subjects of labor in the Internet marketing system	54
Lukashenko D.V. The impact of the digital environment on cognitive processes and emotional well-being in the early stages of professionalization .....	65
Yatsenko A.N., Glushko A.N., Chuntul A.V. Psychological and ergonomic justification of the requirements for the forming of visual information on the electronic display of the helicopter .....	73

### **General pedagogy, history of pedagogy and education**

Vdovin S.A., Melnikov M.S., Pozdnyakova O.K. The personality of the teacher in the context of complexity of digital and humanistic educational paradigms.....	86
Lavrenko D.S., Milyugina E.G. Colorist competence as a value-semantic orientation for the beginning artists' training: the problem of definition and diagnostics.....	99

### **Theory and methodology of training and upbringing**

Gaidukova O.V., Markina N.A., Tananina A.V. The reasons for the discrepancy of the results of level testing to cognitive abilities of Chinese students .....	109
Yi Anran. Modern effective methods and technologies for teaching Chinese as a foreign language .....	120
Kuznetsova I.V., Silchenko A.P., Suvorova M.A. Development of critical thinking of school students in the study of quadratic equations based on the parameterization method.....	133
Pasevich Z.V. Mobile technologies in teaching Russian as a foreign language .....	143
Shatokhina O.A., Ryabova M.E. Use of neural networks for adaptive foreign language learning .....	153

### **Methodology and technology of vocational education**

Astapenko E.V., Guseva T.S. Empathy as an important personal characteristic of a teacher in the information age .....	165
---	-----

### **Young researchers and graduate students**

Dubinina A.A. Formation of students' social experience through solution of situational socially significant tasks .....	178
Efimova A.A. Young artists' value self-determination in the fine art axiosphere as a pedagogical phenomenon.....	186
Zhuykova S.A. The phenomenon of personality self-actualization: a retrospective analysis .....	194
Li Tingting. Features of organizing the process of spiritual education of students in the system of higher musical education in China .....	204
Mager-Khachatryan S.V. Concepts of mental health: approaches and criteria .....	216
Pavlova O.S. The relationship of the socio-psychological climate in the organization with the communicative competence of employees .....	225
Fadeeva Ya.E. Features of the educational regime for school-age children on the basis of various types of medical institutions (1920s – 1970s of the 20th century) .....	234

### **Features of skill development mental self-regulation in adolescents with damage to the musculoskeletal system**

**I.V. Babichev**

Federal Scientific Center for Psychological and Interdisciplinary Research, Moscow

The purpose of this study is to determine the main features of the development of conscious mental self-regulation in adolescents with various disorders of the musculoskeletal system. As such features, the article highlights the special importance of the purposeful development of mental self-regulation in this category of people, the limited choice of methods of self-regulation, the highly individual nature of training, the need for additional development of the volitional sphere, etc.

**Keywords:** *adolescents, disorders of the musculoskeletal system, mental self-regulation, secondary education.*

### **Psychological stability of personality in the context of the digitalization of society**

**O.Yu. Dembitskaya**

Russian State Social University, Klin, Moscow region

The article considers psychological stability as a basic characteristic of personality. It emphasizes the introduction of information technologies in various fields of professional activity and the widespread digital transformation of society, which cannot but affect the adaptation of the individual and his resistance to stressful conditions of society. The approaches and research directions of psychological stability of personality, traditionally considered in the structure of other mental phenomena, are highlighted and described. The article identifies changing (invariant) parameters that can ensure the psychological stability of a person in the context of digitalization in the context of countering risks arising in the information field: subjective personal well-being and resilience (viability), high ability to predict events, personality motivation, focus on self-actualization and self-development, virtual identity, the use of constructive strategies of coping behavior and mature psychological defense mechanisms, critical thinking.

**Keywords:** *psychological stability, psychological safety, digital transformation, information society, value and motivation sphere, psychological defense mechanisms, stress coping behavior, self-regulation, quality of life, information hygiene, vitality.*

### **Theoretical analysis of the problem of self-harming behavior in adolescent students**

**A.U. Ibragimov, S.V. Feoktistova**

Russian New University, Moscow

In today's society, destructive behaviors among adolescents, including intentional self-harm, are becoming increasingly prevalent and require the attention of mental health professionals. The purpose of this article is to explore the causes and consequences of self-harm among adolescents, as well as to provide recommendations for supporting and helping this population. Statistical data on the prevalence of self-harm among adolescents has been collected, and surveys have been conducted among adolescents and their parents. The research methods included a literature review, statistical data analysis, and comparative analysis. In particular, autoaggressive behavior can manifest itself through self-inflicted cuts, burns, bruises, or poisoning with medications or other substances. In addition to the immediate physical harm, self-harm can lead to the development of depressive states, anxiety disorders, post-traumatic stress disorder, and an increased risk of suicide attempts. Self-harm behavior among adolescents is a pressing socio-psychological issue that requires a comprehensive approach to its resolution. Creating a supportive psychological environment and collaborating with parents, educators, psychologists, and healthcare professionals can significantly reduce the prevalence of self-destructive behavior and improve the overall well-being of the younger generation.

**Keywords:** *self-harming behavior, adolescents, mental health, emotional disorders, depression, anxiety, risk factors, psychological aspects, social factors, prevention.*

### **Analysis of modern foreign studies of the feeling of insecurity in adolescents**

**A.L. Menshchikova, E.A. Potapova**

Saint Petersburg State Pediatric Medical University  
of the Ministry of Health of the Russian Federation, Saint Petersburg

This article summarizes the studies conducted over the past five years devoted to the study of the causes, manifestations, and consequences of the influence of the feeling of helplessness on the nature of the formation of the personality of adolescents. The results obtained indicate the multicomponent nature of the phenomenon under study, the relationship between individual, family, and socio-public factors that influence the formation of a feeling of helplessness in adolescents and emphasize the need to create targeted support systems to mitigate its consequences and correct the personal development of adolescents.

**Keywords:** *adolescents, feelings of insecurity, mental health.*

### **On the personality subjectivity in the modern digital world**

**A.A. Chernysheva, T.M. Beshpalova**

Ryazan State University named after S.A. Yesenin, Ryazan

The views of domestic and foreign scientists on the problem of personality subjectivity formation are presented. Subjectivity is presented as a complex and multifaceted phenomenon that can be viewed from various points of view.: as a manifestation of self-regulation, systemic quality, in the context of interaction with others, etc. The mechanism of subjectivity conditioning, the features of its formation and development in the process of human life are described, the factors influencing subjectivity are revealed. The influence of digitalization and virtual technologies on personality subjectivity, its manifestation in the modern world, strategies of manifestation, motivation is emphasized.

**Keywords:** *subjectivity, autonomy, personality, activity, self-regulation, will, arbitrariness, activity, digitalization.*

### **Psychological analysis of the phenomenon of intrapersonal conflict of women as subjects of labor in the Internet marketing system**

**N.N. Demidenko, D.P. Kovaleva**

Tver state University, Tver

The article systematizes data on the remote form of work in the Internet marketing system; identifies factors influencing the psychological well-being of women with pronounced intrapersonal conflict, working in the Internet marketing system remotely. The purpose of the study is to identify, systematize and present the current characteristics of the personality of a woman - a subject of labor, working in the Internet marketing system remotely, based on theoretical analysis of scientific data. The novelty of the study lies in the psychological analysis of the phenomenon of intrapersonal conflict of women working remotely, and the identification of their characteristics as subjects of labor in the Internet marketing system. The applied significance of the study is that it forms the theoretical and methodological basis for programs of empirical, experimental research of subjects of this type of labor for the purpose of further development of psychological support programs.

**Keywords:** *subject of labor, women with intrapersonal conflict, internal balance, internet marketing, ergatic system, remote work format, role conflict, unrealized, adaptation conflict.*

### **The impact of the digital environment on cognitive processes and emotional well-being in the early stages of professionalization**

**D.V. Lukashenko**

University of World Civilizations named after V.V. Zhirinovsky, Moscow

The article is dedicated to studying the impact of the digital environment on cognitive processes (attention, memory, critical thinking) and emotional well-being of students within the framework of occupational psychology. Object of study: cognitive processes (attention, memory, critical thinking) and emotional well-being of students in a digital environment. Aim: to determine the effects of intensive digital technology use on students and develop pedagogical recommendations to optimize the educational process. Methods: an empirical study (sample of 120 students aged 14–18, Stroop test, memory test, Watson-Glaser test, WEMWBS and PSS scales, questionnaires, observation) and a review of current literature. Results: intensive digital environment use reduces attention ( $r=-0.62$ ), memory ( $r=-0.58$ ), critical thinking, and increases stress ( $r=0.71$ ). Novelty: the study identifies age and gender differences and neuropsychological mechanisms of these effects. Application: occupational psychology and educational design.

Recommendations: implement digital hygiene, self-regulation training, and adaptive learning platforms to minimize negative effects and enhance educational potential at early stages of professionalization.

**Keywords:** *digital environment, cognitive processes, emotional well-being, professionalization, psychology of work, digital hygiene, self-regulation.*

### **Psychological and ergonomic justification of the requirements for the forming of visual information on the electronic display of the helicopter**

**A.N. Yatsenko<sup>1</sup>, AN. Glushko<sup>2</sup>, A.V. Chuntul<sup>3</sup>**

<sup>1</sup>National helicopter center Mil&Kamov (JSC Helicopters Mil&Kamov), Tomilino, Lyubertsy district, Moscow region

<sup>2</sup>V.V. Zhirinovskiy University of World Civilizations, Moscow

<sup>3</sup>LLC Russian Ergonomics and Intelligent Systems Corporation, Moscow

The features of information interaction of aircraft pilots with modern liquid crystal indicators are considered. The process of the perception of graphic information is investigated, depending on its characteristics (angular dimensions of the sign, brightness contrast of the image and background, frequency of updating information on the screen), as well as the resolution of the indicator screen. The practical significance of the research results lies in their application in the design of information display systems and the development of requirements for the characteristics of electronic indicators intended for installation in the cockpits of modern helicopters.

**Keywords:** *indicator, perception, angular size of the sign, brightness contrast, frequency of information updates.*

### **The personality of the teacher in the context of complexity of digital and humanistic educational paradigms**

**S.A. Vdovin<sup>1</sup>, M.S Melnikov<sup>2</sup>, O.K. Pozdnyakova<sup>2,3</sup>**

<sup>1</sup>Samara National Research University, Samara

<sup>2</sup>Samara State Technical University, Samara

<sup>3</sup>Samara State University of Social Sciences and Education, Samara

The article considers the problem of the personality of a modern teacher in the context of the complementarity of the digital and humanistic paradigms of education, which determines the requirements for a teacher: a high level of digital competencies, implementation of the principles of humanization of the educational process in the digital educational environment, mastering new digital tools and their adequate integration into training while maintaining the principles of humanization, carrying out professional activities in accordance with moral standards and ethical requirements. The following qualities of a teacher's personality that meet these requirements are identified: digital literacy, technological adaptability and innovativeness, criticality, the ability to organize digital space, moral qualities, etc. It is substantiated that an organic combination of technological and humanistic aspects of pedagogical activity ensures the formation of an educational environment that contributes to the upbringing of harmoniously developed, responsible and creative citizens of modern Russia.

**Keywords:** *teacher's personality, digital paradigm of education, humanistic paradigm of education, complementarity, moral values, digital literacy, educational environment, individual development.*

**Colorist competence as a value-semantic orientation for the beginning artists' training:  
the problem of definition and diagnostics**

**D.S. Lavrenko<sup>1,2</sup>, E.G. Milyugina<sup>1</sup>**

<sup>1</sup>Tver State University, Tver

<sup>2</sup>Children's Art School named after V.A. Serov, Tver

The authors have updated the problem of improving the methodological tools for beginning artists' coloristic training in the additional education. The authors have defined the content and structure of beginning artists' coloristic competence as a value-semantic reference point for their coloristic training. Based on the results of the diagnostics, the authors formulated the problems of beginning artists' coloristic training and proposed a corresponding long-term plan.

**Keywords:** *color, coloristic vision, coloristic thinking, coloristic competence, younger adolescents, additional education, art education, visual arts.*

**The reasons for the discrepancy of the results of level testing to cognitive abilities  
of Chinese students**

**O.V. Gaidukova<sup>1</sup>, N.A. Markina<sup>2</sup>, A.V. Tananina<sup>2</sup>**

<sup>1</sup>Karadeniz Teknik Üniversitesi, Trabzon, Türkiye

<sup>2</sup>Pushkin State Russian Language Institute, Moscow, Russia

The article is devoted to the analysis of the problems that Chinese students face when passing level testing in the Russian language, which result in the discrepancy between the results obtained and the real knowledge of the students. The purpose of our work is to identify and describe these problems, substantiate the reasons for their occurrence and prove the need for serious reform of the modern system of level testing in Russian as a foreign language, taking into account the psychological and cognitive characteristics of students from different countries (primarily Chinese students).

**Keywords:** *Russian as a foreign language, communicative methodology, level-based learning, level-based testing, Chinese students.*

**Modern effective methods and technologies for teaching Chinese as a foreign language**

**Anran Yi**

Peoples' Friendship University of Russia, Moscow

The article provides an overview of practical experience in teaching Chinese as a foreign language. The relevance of the review is justified by the growing importance of China in the world arena and the increasing interest of foreigners in learning Chinese. The purpose of the study is to study the most effective methods and pedagogical technologies used in teaching Chinese as a foreign language. The article analyzes research papers and didactic materials of domestic and foreign methodologists. The methods and technologies of teaching that allow to increase the level of proficiency in Chinese are identified, and their effectiveness is analyzed.

The novelty of the study lies in the analysis and generalization of the experience of Russian and foreign specialists in the field of teaching Chinese and the presentation of a more complete list of methods and technologies compared to existing studies. The results of the work can be used both for theoretical research and for practical development of didactic materials on the Chinese language. It is concluded that when studying Chinese, as well as any foreign language, the use of innovative methods and technologies allows achieving higher results in learning.

**Keywords:** *Chinese, teaching methods, learning technologies, innovative teaching technologies, knowledge paradigm of education.*

### **Development of critical thinking of school students in the study of quadratic equations based on the parameterization method**

**I.V. Kuznetsova<sup>1</sup>, A.P. Silchenko<sup>2</sup>, M.A. Suvorova<sup>1</sup>**

<sup>1</sup>Yaroslavl State Pedagogical University named after K.D. Ushinsky, Yaroslavl

<sup>2</sup>Tver State University, Tver

The article discusses the development of critical thinking in school students when teaching mathematics. Using the example of the topic «Quadratic equations», the possibility is shown to transform the learning process of mathematics from a template of performing actions into a research activity: students learn to predict results, assess the resilience of solutions to changes in parameters, and formulate conclusions based on a variety of scenarios. The purpose of the study is to describe a technique for developing critical thinking in school students based on the parameterization method. It is proved that practice-oriented tasks simulate reality and demonstrate the connection of mathematics with everyday life. The application of the GeoGebra program to the study of equations with a parameter is shown.

**Keywords:** *critical thinking, parameterization method, preparing school students, quadratic equations, GeoGebra.*

### **Mobile technologies in teaching Russian as a foreign language**

**Z.V. Pasevich**

Shenzhen MSU-BIT University, Shenzhen, People's Republic of China

The article describes the role of mobile technologies in language education. The current trends in modern research on the use of mobile technologies in teaching foreign languages and Russian as a foreign language are highlighted. The analysis of the technical characteristics and didactic functions of the educational platform and the mobile application of the new generation – Quizizz and the possibility of their integration into the educational process is carried out. The research was conducted by testing the Quizizz functionality in teaching Russian as a foreign language, as well as generalizing the pedagogical experience of practical use of the named educational platform.

**Keywords:** *Russian as a foreign language, mobile technologies, mobile application, interactive educational materials, Quizizz platform.*

### **Use of neural networks for adaptive foreign language learning**

**O.A. Shatokhina<sup>1</sup>, M.E. Ryabova<sup>2</sup>**



<sup>1</sup>K.G. Razumovsky Moscow State University of Technologies and Management (The First Cossack University), Moscow

<sup>2</sup>Moscow City Pedagogical University, Moscow

This article provides a comprehensive analysis of the advantages of using neural networks in comparison with traditional methods of teaching foreign languages, describes neural network architectures applicable to solving adaptive learning problems, and discusses the prospects for the development of this field. The work utilized theoretical research methods, an analysis of existing scientific publications, and practical examples of applying neural networks in education. The results indicate that neural networks, with their high capacity for data processing and pattern recognition, can significantly enhance learning effectiveness by offering personalized approaches and resources.

**Keywords:** *adaptive learning, foreign language, neural networks, artificial intelligence, machine learning, personalized learning.*

### **Empathy as an important personal characteristic of a teacher in the information age**

**E.V. Astapenko, T.S. Guseva**

Tver State University, Tver

The relationship between empathy and emotional intelligence, the features of pedagogical empathy, as well as forecasts for the development of teacher empathy in the context of the new information age. A systematic approach to analyzing the problem of empathy, taking into account various relationships and components, allows us to identify new aspects and offer new solutions to the problem of teacher empathy in the digital educational environment.

**Keywords:** *empathy, pedagogical empathy, emotional intelligence, empathic culture, digital transformation.*

### **Formation of students' social experience through solution of situational socially significant tasks**

**A.A. Dubinina**

Tver State University, Tver

The formation of skills for solving situational socially significant tasks is analyzed as a condition for the development of the social experience of university students for their further successful personal and professional self-realization. The author clarified the content and structure of the concept of a socially significant task, developed a classification of socially significant tasks, and proposed an algorithm for teaching students how to solve situational socially significant tasks that contribute to the formation of their social experience. The author gave examples of proven situational socially significant tasks aimed at shaping students' social experience.

**Keywords:** *student youth, extracurricular activities, social experience, social skills, social responsibility, socially significant tasks.*

### **Young artists' value self-determination in the fine art axiosphere as a pedagogical phenomenon**

**A.A. Efimova<sup>1,2</sup>**

<sup>1</sup>Tver State University, Tver

<sup>2</sup>Children's Art School named after V.A. Serov, Tver

The article actualizes the problem of personal value self-determination. The necessity of using the possibilities of fine art in the educational process of additional education in the acquisition of universal value orientations, goals and values of life activity and the formation on this basis of a morally stable student's personality capable of self-knowledge, self-education, and self-development is substantiated. A working definition of *value self-determination in the axiosphere of fine art* and its structure are proposed.

**Keywords:** *value self-determination, axiosphere, fine arts, young artists, additional education, art history disciplines.*

### **The phenomenon of personality self-actualization: a retrospective analysis**

**S.A. Zhuykova**

Peoples' Friendship University of Russia, Moscow

The article considers the evolution of the theory of self-actualization of the individual within the framework of a retrospective analysis. It describes the origins of the ideas of personal self-actualization in antiquity, identifies the main features of the ideas of self-actualization and self-realization of a person in the early Western and Eastern philosophical movements (Aristotle, the Upanishads, Tao). The main elements of human spiritual growth during the Middle Ages are highlighted. The value of individuality and personal abilities in the Enlightenment is described from the standpoint of such philosophers and scientists of this historical period as R. Descartes, T. Hobbes, J. Locke, J.-J. Rousseau. The ideas of self-actualization of the individual in the twentieth century are evolutionarily presented on the basis of the works as A. Maslow, D.A. Leontiev. Self-actualization as one of the key human needs in the conditions of the 21st century and the digitalization of society is considered from the standpoint of such modern domestic and foreign researchers (E.F. Yashchenko, E.N. Belyaeva, P.P. Kocheganova, R. Billingham, A. Taylor). The article concludes that in the context of digitalization of society, digital technologies, on the one hand, can contribute to the self-realization of a person, providing wide access to information and other opportunities for establishing communication between people, but, on the other hand, excessive use of digital resources can have a negative impact on the individual in terms of the emergence of Internet addiction, and, as a consequence, delay in personal growth.

**Keywords:** *self-realization, self-actualization, digital environment, online addiction, digital technologies, online platform, retrospective analysis.*

### **Features of organizing the process of spiritual education of students in the system of higher musical education in China**

**Tingting Li**

Peoples' Friendship University of Russia, Moscow

Analyzed of practice of spiritual education in higher music schools in China. The provisions of the humanitarian paradigm, personality-oriented and activity-based approaches, as well as theoretical methods such as analysis, synthesis and generalization are used. The features of

spiritual education in institutions of higher musical education are determined. Recommendations are highlighted on the use of new methods and approaches in higher music institutions to improve the effectiveness of music education in China.

**Keywords:** *musical education, spiritual education, spiritual and moral values, China, higher education, educational process.*

### **Concepts of mental health: approaches and criteria**

**S.V. Mager-Khachatryan**

Peoples' Friendship University of Russia, Moscow

The approaches to understanding health from the point of view of its mental concept are studied: biological, behavioral, social, mental, psychoanalytic, norm-centric, socially oriented, cross-cultural, personalistic, axiological, evolutionary, complex, discursive, holistic, phenomenological, acmeological. Definitions of mental health and its characteristics, determined from the standpoint of the indicated approaches, have been systematized.

**Keywords:** *mental health, psychological health, health, mental health, psychological well-being, norm, crisis, culture, psychological schools, scientific approaches, psychological phenomenon.*

### **The relationship of the socio-psychological climate in the organization with the communicative competence of employees**

**O.S. Pavlova**

Samara State University of Social Sciences and Education, Samara

This article examines such psychological categories as «social and psychological climate» and «communicative competence». Social and psychological climate includes various elements, the most important of which are: cognitive, emotional and behavioral. The formation of the social and psychological climate in a team is influenced by many internal and external factors. One of these factors may be the communicative competence of employees. The article also examines the results of the practical study, which made it possible to determine the level of favorability of the social and psychological climate in the team, as well as the level of formation of such elements of communicative competence as communicative and organizational inclinations.

**Keywords:** *socio-psychological climate, communicative competence, communicative and organizational inclinations.*

### **Features of the educational regime for school-age children on the basis of various types of medical institutions (1920s – 1970s of the 20th century)**

**Y.E. Fadeeva**

Tver State University, Tver

The article presents an idea of the need to organize an educational regime for children taking into account the pathogenesis of somatic diseases on the basis of children's hospitals, forest schools and sanatoriums in the 1920-1970s of the 20th century. Using a comparative method, the main features of the educational regime of a children's sanatorium with a tuberculosis profile are revealed: the

presence of general, transitional and gentle regimes; a reduction in the number of students in a class, a decrease in the hours of study by a third and an increase in the time children spend outdoors.

**Keywords:** *hospital pedagogy, special education, long-term hospitalization of children, educational regime, children with somatic diseases.*

#### About authors

ASTAPENKO Elena Vladimirovna – Associate professor, professor of the chair of foreign languages for the humanities, Tver State University (170100, Tver, Zhelyabova St., 33), e-mail: elenastap@gmail.com

BABICHEV Igor Vitalievich – PhD, Senior Researcher at the Federal Scientific Center for Psychological and Interdisciplinary Research (125009, Moscow, Mokhovaya str., 9, building 4), e-mail: 4377760@mail.ru. <https://orcid.org/0000-0002-6299-2565>

BESPALOVA Tatyana Mikhailovna – Candidate of Psychological Sciences, Head of the Department of Personality Psychology, Special Psychology and Correctional Pedagogy of Ryazan State University named after S.A. Yesenin (390000, Ryazan, Svobody St., 46), e-mail: t.bespalova@365.rsu.edu.ru

CHERNYSHEVA Anastasia Alekseevna – postgraduate student, Ryazan State University named after S.A. Yesenin (390000, Ryazan, Svobody St., 46), e-mail: chernyshevaal@yandex.ru

CHUNTUL Alexander Vasilyevich – Doctor of Medical Sciences, Senior Researcher, Professor at the Academy of Military Sciences, General Director of Russian Ergonomics and Intelligent Systems Corporation LLC (117405, Moscow, Varshavskoe highway, 42, apartment 152/8), e-mail: creiscorp@yandex.ru.

DEMBITSKAYA Olga Yurievna – candidate of psychological sciences, associate professor, associate professor of the Russian State Social University (141607, Moscow Region, Klin, Volokolamsk Highway, 20/1); e-mail: olgastivka1999@mail.ru

DEMIDENKO Nadezhda Nikolaevna – Doctor of Psychology, Associate Professor, Department of Psychology of Labor and Clinical Psychology, Tver State University, (170100, Tver, Zhelyabova St., 33), e-mail: nndem@list.ru

DUBININA Anastasia Andreevna – postgraduate student, Tver State University (170100, Tver, Zhelyabov St., 33), e-mail: n4stya.dubinina@yandex.ru

EFIMOVA Anastasia Andreevna – postgraduate student of the Tver State University (170100, Tver, Zhelyabov St., 33); teacher at the Children's Art School named after V.A. Serov (170002, Tver, Tchaikovsky Avenue, 31), e-mail: vrnl11@mail.ru

FADEEVA Yana Evgenievna – postgraduate student, Tver State University (170100, Tver, Zhelyabova St., 33); speech therapist of the early rehabilitation department of the Regional Clinical Treatment and Rehabilitation Center (170026, Tver, Gorky St., 50), e-mail: Fadeeva.YE@tversu.ru

FEOKTISTOVA Svetlana Vasilievna – Doctor of Psychological Sciences, Full Professor, Professor at the Department of General Psychology and Labor Psychology, Russian New University (105005, Moscow, Radio St., 22), e-mail: svfeoktistova@mail.ru

GAIDUKOVA Olga Vladimirovna – PhD (Pedagogics), Doktor Öğretim Üyesi, Karadeniz Teknik Üniversitesi Edebiyat Fakültesi Rus Dili ve Edebiyatı Bölümü (Türkiye, 61080, Trabzon, Ortahisar, Milli Egemenlik St., 58/2), e-mail: ovgaydukova@gmail.com

GLUSHKO Aleksey Nikolaevich – Doctor of Psychological Sciences, Professor, Zhirinovskiy University of World Civilizations (107078, Moscow, 1st Basmanny lane, 3/1), e-mail: aglushko@yandex.ru

- GUSEVA Tatiana Sergeevna – Associate professor of the chair of foreign languages for the humanities, Tver State University, (170100, Tver, Zhelyabova St., 33), e-mail: Myasnikova.TS@tversu.ru
- IBRAGIMOV Ali Uzeyirovich – Postgraduate student at the Russian New University (105005, Moscow, Radio St., 22), e-mail: alilion2001@mail.ru
- KOVALEVA Dina Petrovna – teacher-psychologist, candidate for the degree of candidate of psychological sciences Tver State University (170100, Tver, Zhelyabova St., 33), e-mail: dina.kovalevaizperu@mail.ru
- KUZNETSOVA Irina Viktorovna – Ph.D. of pedagogical sciences, associate professor of department of geometry and algebra, Yaroslavl State Pedagogical University named after K.D. Ushinsky (150000, Yaroslavl, Respublikanskaya st., 108/1), e-mail: gits70@mail.ru
- LAVRENKO Darina Stanislavovna – teacher of the Children's Art School named after V.A. Serov (170100, Tver, Tchaikovsky Ave., 31), master's student of Tver State University (170100, Tver, Zhelyabov St., 33), e-mail: darlav55555@gmail.com
- LI Tingting – graduate student, Peoples' Friendship University of Russia (117198, Moscow, Miklukho-Maklaya St., 6), e-mail: iouann520@qq.com
- LUKASHENKO Dmitry Vladimirovich – dr. Sci. (Psychology), associate Professor leading researcher, University of World Civilizations named after V.V. Zhirinovskiy (107078, Moscow, 1st Basmany lane, 3/1), e-mail: dim-mail-ru@mail.ru
- MAGER-KHACHATRYAN Sara Vladimirovna – postgraduate student, Peoples' Friendship University of Russia (117198, Moscow, Miklukho-Maklaya St., 6), e-mail: romirs@yandex.ru
- MARKINA Natalia Alekseevna – PhD (Philology), associate Professor, Head of the Department of Humanities and Natural Sciences, Pushkin State Russian Language Institute (117485, Moscow, Academician Volgin St., 6), e-mail: Natalia\_tutor@mail.ru
- MELNIKOV Maksim Sergeevich, postgraduate student, Samara State Technical University (443100, Samara, Molodogvardeyskaya St., 244), e-mail: mmschgk@mail.ru
- MENSHCHIKOVA Anna Lvovna, Candidate of Psychological Sciences, Associate Professor of the Department of General and Applied Psychology with courses in Biomedical disciplines and Pedagogy, Saint Petersburg State Pediatric Medical University of the Ministry of Health of the Russian Federation (194100, St. Petersburg, st. Litovskaya, 2), e-mail: annam2@yandex.ru
- MILYUGINA Elena Georgievna – Doctor of Philology, Associate Professor, Professor of the Department of the Russian Language with Methods of Primary Education, Tver State University (170100, Tver, Zhelyabov St., 33), e-mail: elena.milyugina@rambler.ru
- PASEVICH Zariana Vasilievna – PhD in Philology, Associate Professor at the Russian Language Center, Shenzhen MSU-BIT University (People's Republic of China, 518000, Shenzhen, International University Park Rd., 1), e-mail: pasevichzara@mail.ru
- PAVLOVA Olga Sergeevna – postgraduate student, Samara State University of Social Sciences and Education (443099, Samara, M. Gorky St., 65/67), e-mail: pavlovaolechka@yandex.ru
- POTAPOVA Elena Alexandrovna, Candidate of Psychological Sciences, Associate Professor of the Department of Psychosomatics and Psychotherapy, Saint Petersburg State Pediatric Medical University of the Ministry of Health of the Russian Federation (194100, St. Petersburg, st. Litovskaya, 2), e-mail: potapova.doc@yandex.ru
- POZDNYAKOVA Oksana Konstantinovna, doctor of pedagogical sciences, professor, corresponding member of the Russian Academy of Education, professor of Pedagogy and Psychology Department; Samara State University of Social Sciences and Education (443099, Samara, M. Gorkiy str., 65/67); professor of Pedagogy, Intercultural Communication and Russian as a Foreign Language Department; Samara State Technical University (443100, Samara, Molodogvardeyskaya St., 244), e-mail: oksana.pozdnyakova@pgsga.ru

- RYABOVA Marina Eduardovna – Doctor of Philosophical Sciences, Full Professor, Professor of the Department of German Studies and Linguistic Didactics, Moscow City Pedagogical University (105064, Moscow, Maly Kazenny per., 5 B), e-mail: ryabovame@mail.ru
- SHATOKHINA Olga Alekseevna – PhD in Philological Sciences, Associate Professor of the Foreign Languages Department, K.G. Razumovsky Moscow State University of Technologies and Management (The First Cossack University) (109004, Moscow, Zemlyanoy Val st., 73), e-mail: yaginskaya26@bk.ru
- SILCHENKO Alen Pavlovich – candidate of pedagogical sciences, associate professor of the department of mathematical and natural science education, deputy director for digital development of the educational process of the Institute of pedagogical education and social technologies, Tver State University (170100, Tver, Zhelyabova st., 33), e-mail: allentver@gmail.com
- SUVOROVA Maria Aleksandrovna – candidate of pedagogical sciences, associate professor of the Department of geometry and algebra, Yaroslavl State Pedagogical University named after K.D. Ushinsky (150000, Yaroslavl, Respublikanskaya St., 108/1), e-mail: homesuv@gmail.com
- TANANINA Anastasia Vladimirovna – PhD (Pedagogics), associate Professor, Head of the Department of Intensive Learning of Russian as a Foreign Language, Pushkin State Russian Language Institute (117485, Moscow, Academician Volgin St., 6), e-mail: avtananina@pushkin.institute
- VDOVIN Sergey Alexandrovich, candidate of pedagogical sciences, associate professor of Ecology and Life Safety Department; Samara National Research University (443086, Samara, Moskovskoye shosse, 34), e-mail: s.a.vdovin-sui@yandex.ru
- YATSENKO Anastasia Nikolaevna – team leader, National helicopter center Mil&Kamov (JSC Helicopters Mil&Kamov) (140070, Moscow region, Lyubertsy district, Tomilino, Garshin str., 26/1), e-mail: nastya.yatsenko@gmail.com.
- YI Anran – Assistant Professor at the Department of Theory and Practice of the Institute of Foreign Languages, Peoples' Friendship University of Russia (117198, Moscow, Miklukho-Maklaya str., 6), <https://orcid.org/0000-0001-8990-4898>, e-mail: anyaanran@mail.ru
- ZHUYKOVA Sofia Arkadyevna – postgraduate student, Peoples' Friendship University of Russia (117198, Moscow, Miklukho-Maklaya St., 6), e-mail: zhujkova.sofiya@mail.ru