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It is destined for teachers, graduate students, students and people who are interested in contemporary science.

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INTRODUCTION

We are pleased to present Issue 3(1) of the International Journal of Professional Science, a research and practice-oriented edition that continues to serve as a dynamic platform for the exchange of scientific ideas, empirical studies, and innovative pedagogical and methodological approaches. This issue features a diverse collection of articles written by students, graduate students, postdoctoral researchers, doctoral candidates, and experienced scholars from Russia, the countries of the former Soviet Union, Europe, and beyond.

The articles included in this issue reflect the evolving nature of contemporary knowledge and its intersections across disciplines. In the Cultural Studies and Arts section, Y.Y. Bushueva explores the artistic uniqueness of K.G. Paustovsky's fairy tales, offering both literary and methodological insights, while V.V. Kirillova provides a compelling reinterpretation of female imagery in late 19th-century literature—from the "beautiful lady" archetype to androgynous forms—as a lens into cultural crisis and transformation.

The Economy and Management section presents research on modern business practices and consumer behavior. A.N. Demitriev analyzes the growing influence of the experience economy in digital fashion and fitness contexts, and, together with O.L. Ibragimova, investigates the role of emotional triggers in digital advertising under conditions of cognitive overload. J.A. Popova contributes a critical examination of current methodologies for assessing corporate performance and financial health.

In Education and Pedagogy, I.I. Bersenev provides a review of cutting-edge pedagogical technologies in Russian higher education. N.A. Ivanov and A.V. Volkov highlight the importance of physical culture and a healthy lifestyle in student life. E.N. Lashina discusses effective strategies for developing bilingualism in university English classes, while A. Zak addresses the foundational conditions required to cultivate critical thinking skills among primary school students.

The Reviews and Analysis section includes a linguistic study by E.N. Lashina on the evolution of the impersonal form of the infinitive in Middle and New English periods. N.I. Poltoratskaya and V.V. Kirillova delve into the term “cognitive” as used in interdisciplinary contexts, offering conceptual clarity and analytic depth.

Under Social Work and Social Policy, A. Abdykalykov explores legal frameworks related to civil liability for environmental harm, while Y.A. Popov examines the education system’s vital role in shaping and accumulating human capital.

Finally, the Urban Planning and Development section presents the work of S.V. Voropaev and E.S. Kulikova, who propose innovative strategies for promoting regional tourism potential.

Each article has undergone peer review and is published in the form submitted by its authors, who bear full responsibility for the content. The journal remains committed to fostering academic dialogue and promoting interdisciplinary integration in scientific research.

CULTURAL STUDIES AND ARTS

UDC 82.398

Bushueva Y.Y. Artistic originality of K. G. Paustovsky's fairy tales: literary and methodical aspects of study

Художественное своеобразие сказок К. Г. Паустовского: литературоведческий и методический аспекты изучения

Bushueva Yana Yurievna,
Master's student, Bashkir State Pedagogical University named after M. Akmulla, Ufa.
Бушуева Яна Юрьевна,
Магистрант, Башкирский Государственный Педагогический Университет имени М.Акмуллы, г Уфа.

Abstract. *The scientific article examines the artistic originality of K. G. Paustovsky's works, paying close attention not only to literary aspects, but also to methodological approaches. The author of the scientific study studies the thematic differences in works of art, including stylistics, as well as the language of narration, including the characters of the main characters. And the author pays special attention in his works to the theme of ecology, which permeates most of the author's works of art, reflecting not only a deep relationship with the surrounding world. Scientific research presents methodological recommendations for practical application of the teaching staff, which contribute to a deeper understanding of the literary specificity of the works, as well as the role of the target audience. In addition, the results of the study demonstrate that the main elements present in the author's works of art are not only unique, but also mark their inimitable style, making them necessary in the learning process at the present stage. The purpose of the research work: to study the artistic originality of various fairy tales by the author Paustovsky K.G., including considering certain approaches to research in the context of the educational process.*

Keywords: *work of art, fairy tales, stylistics, symbols, metaphor, allegory, educational process, training.*

Аннотация. *В научной статье рассматривается художественное своеобразие произведений Паустовского К.Г., обращается пристальное внимание не только на литературоведческих аспектах, но и методических подходах. Автор научного исследования изучает тематическое различие художественных произведений, в том числе стилистику, а также язык повествования, в том числе и характеры главных героев. А важное внимание автор уделяет в своих работах теме экологии, пронизывающей большую часть художественных произведений автора, отражаю не только глубокую взаимосвязь с окружающим миром. Научные исследования представляют методические рекомендации для практического применения профессорского преподавательского состава, которые способствуют более глубокому пониманию литературной специфики произведений, а также роли целевой аудитории. Кроме того, результаты проведённого исследования демонстрируют, что основные элементы, которые присутствуют в художественных произведениях автора являются не только уникальными, но и отмечают их неповторимый стиль, делая их необходимыми в процессе обучения на современном этапе.* ***Цель*** *научной работы: изучить художественное своеобразие различных сказок автора Паустовского К.Г., в том числе рассмотреть определённые подходы к исследованию в контексте образовательного процесса.*

Ключевые слова: *художественное произведение, сказки, стилистика, символы, метафора, аллегория, учебный процесс, обучение.*

Рецензент: Королева Вера Владимировна - доктор филологических наук, доцент. Заведующий кафедрой Второго иностранного языка и методики преподавания иностранных языков. Владимирский государственный университет им. братьев Столетовых

Введение

Стоит подчеркнуть, что сказки Паустовского К.Г. являются одним значимых в русской литературе прошлого века, которые соединяют не только русские традиции, но и уникальный авторский стиль, что в данном случае делает их интересным объектом для исследования не только с литературоведческой стороны, но и с методической в целом. Кроме того, стоит подчеркнуть, что сказки известного автора, как правило, обращают внимание на природную тематику, а также взаимоотношения человека, в том числе и духовного мира человека.

«Читая Паустовского, убеждаешься в том, что его произведения обогащают внутренний мир человека, возвышают эмоциональную жизнь. Он верил в силу искусства и был убежден, что с течением времени в интересах общества все большее и большее место будет принадлежать именно искусству» [1, с. 224].

Материалами исследования являются научные публикации по теме художественного своеобразия сказок, а также интернет ресурсы с дидактическими материалами, цифровой контент (рассматривается на примерах сказок Паустовского К.Г. из сборников).

Методы исследования

Автор научного исследования применял метод комментирования и привлечения вне текстовой информации.

В научной работе применялся контекстуальный анализ, предоставивший возможность определить важные стилистические приёмы и принципы, а также образные средства, которые применялись Паустовским К.Г.

В том числе, использовался сопоставительный анализ для того, чтобы сравнить художественное произведение автора с другими художественными произведениями. Изучение контекста формирования художественных произведений, а также влияние исторических корней, также фольклора на текстовое содержание предоставит возможность для более глубокого понимания не только литературных аспектов, но и культурных в том числе. Также применялось описание различной символики, а также метафор для того, чтобы способствовать более глубокому пониманию авторского замысла писателя. В том числе, применялся анализ структуры текста, а также характера главных героев, который представил возможность определить авторскую тематику, в том числе и мотивы в сказках известного русского писателя.

Важные мотивы включают в себя не только стремление к балансу, но и поиск смысла человеческой жизни, в том числе рассматривают активное взаимодействие человека с окружающей природой посредством природных образов, Паустовский формирует различные метафоры, помогающие целевой аудитории более глубоко понимать не только внутренний мир героев, но и их эмоциональные состояния [8].

Подчеркнём, что литературный язык автора представлен в сказках посредством применения различных метафор, а также отображается некоторой поэтичностью, в том числе и образностью, с различными аллегориями и символикой, придавая сказкам яркую выразительность и неповторимость. Как например, описание окружающего мира, как правило, является фоном для выражения внутреннего содержание и переживаний главных героев, что предоставляет возможность целевой аудитории получать удовольствие от литературного языка автора, так и погружаться в пространство сказок. Главные герои известных произведений автора отличаются своей глубиной, что как правило, демонстрирует архетипы, которые отражают определённые аспекты природы человека [3].

Стоит подчеркнуть, что развитие главных героев происходит посредством столкновения с внешним миром, а также духовным развитием и возникающими конфликтами, делая их не только знакомыми для читательской аудитории в целом [7].

Отметим, что исследование сказок автора в процессе обучения может происходить посредством применения различных методических подходов, а также приёмов, как например, применения метода интерпретации, который предоставляет возможность обучающимся более глубоко исследовать текст, также определить глубинные смыслы, с целью определить намерения Паустовского в своих сказках. Кроме того, художественные произведения автора могут адаптироваться в различные курсы по литературе, а также в другие дисциплины. Активное обсуждение выразительных образов в сказках Паустовского может являться основой для исследования экологических проблем, а также для защиты природной среды и в данном случае это является достаточно актуальным на современном этапе [2].

Помимо этого занятия могут состоять из заданий на проявление креатива, с целью развития творческих способностей обучающихся. Как например, представляется возможным дать задание обучающимся написать собственную сказку, а также проиллюстрировать её (за основу отбираются сказки Паустовского К.Г.), данное задание способствует более глубокому пониманию художественной специфики текстового содержания.

Рассмотрим примеры сказок

Пример 1. *Сказка дремучий медведь*. В данной сказке изучается тематика преодоления страха. Животное медведь является олицетворением внутреннего страха человека, который необходимо преодолеть (литературоведческие аспект). В сказе символ медведя исследуется посредством призмы фольклорных традиций, предоставляя возможность более глубоко понимать культурную специфику данного образа (что в данном случае выступает методическим аспектом) [4].

Пример 2. *Сказка растрёпанный Воробей*. Образ воробья в сказке является символом уязвимости, а приключения воробья в данном случае отражают собственное место окружающем мире (что в данном случае выступает литературоведческим аспектом) исследование стилистики, а также языка автора предоставляет возможность определить как автор передает образы при помощи метафорических смыслов, а также эпитетов (что в данном случае выступает методическим аспектом) [5].

Пример 3. *Сказка барсучий нос.* В данном произведении автор подробно рассматривает тематику дружбы, а также предательство посредством представленного сюжета о животном барсуке, (что является литературоведческим аспектом). Сопоставительный анализ с различными сказками о других животных предоставляет возможность определить уникальность метода автора к процессу создания главных героев (методический аспект) [6].

Пример 4. *Сказка заячьи лапы*. Как правило, в сказках заяц является символом находчивости в различных сложившихся ситуациях, а сказка акцентирует внимание на смекалке, которую применяет заяц (литературоведческий аспект). Глубокое исследование диалогов, а также действия главных героев предоставляют возможность лучше понимать каким образом Паустовский К.Г. демонстрирует уроки морали в целом (методический аспект) [6].

Выводы

Таким образом, стоит подчеркнуть, что все произведения автора являются не только уникальным художественным стилем, сочетающим неповторимый стиль в том числе язык автора, который помогает создавать волшебную атмосферу. Стоит отметить, что разнообразие тематики в сказках автора включает в себя главные вопросы, в том числе различные философские размышления, делая их очень важными и для целевой аудитории в образовательном процессе. Главные герои в произведении, как правило, являются значимыми фигурами, предоставляя возможность изучать ценности человека в целом.

Кроме того, разработка методических рекомендаций по детальному изучению произведений могут помочь профессорско преподавательскому составу более глубоко понимать не только культурную специфику, но и литературную, а также вовлечь в данный процесс обучающихся, с последующим обсуждением. Следовательно, произведения автора на сегодняшний день являются наследием русской литературы 20-го века и представляют особую ценность в процессе обучения.

Заключение

Таким образом, художественное своеобразие произведений известного автора является в данном случае богатым объектом для исследования литературоведческого направления, в том числе и методического исследования.

Стоит отметить, что не только тематика, но и поэтический язык, а также образные выражения автора, которые он применяет в своих сказках на сегодняшний день являются наиболее актуальными для более глубокого изучения и представляют особую ценность для процесса обучения. Изучение сказок известного русского автора помогают как развивать общую грамотность, так и формируют определённую экологию мозга обучающихся, отмечая важность адаптации литературы с различными областями знаний (дисциплина, предметы).

Дальнейшие исследования

Перспективы дальнейших исследований могут ориентироваться на исследовании различных языковых инструментов, применяемых Паустовским К.Г. для формирования образности, а также благоприятного пространства, создавая особую атмосферу.

Представляется важным исследовать, каким образом компонент фольклора, а также элементы мифологии оказывают влияние на формирование различных сюжетов, а также главных героев, в том числе общее восприятие целевой аудитории.

Стоит подчеркнуть, что методические факторы, которые могут включать в себя разработку актуальных заданий в интерактивном режиме, могут способствовать восприятию текстового содержания, а также более глубокому пониманию общего контекста. Изучение взаимодействия окружающего мира и взаимодействия людей в художественных произведениях автора, в том числе могут открывать актуальные возможности для критического анализа в будущем.

Кроме того, сравнительный анализ произведений с иными произведениями авторов по схожей тематике предоставит возможности определить общее и специфическое в контексте русской литературы 20-го века.

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UDC 821

Kirillova V.V. Crisis in the culture of the opposites. The new interpretation of female images from the "beautiful lady" to androgyny in the literature of the late XIX century

Kirillova Victoria Vitaljevna
PhD, Associate Professor
Department of Foreign Languages
Saint Petersburg State University
of Industrial Technologies and Design
the Higher School of Technology and Design

Abstract. *On the example of French literature of the late 19th century the change of female images under the influence of the Decadence movement is considered as a response to the crisis of the opposites fixed in literature: angel and demon, chastity and depravity. The appearance of the new image of androgyny in famous literary works is a search for a safe surrogate of love, and an attempt to avoid a relationship with the "femme fatale". Some characteristic features of the image of the "femme fatale" are described, and the reasons for the emergence of the androgynous image at the beginning of the XXI century are proposed for consideration: the policy of inclusiveness and the crisis of morality. It is suggested that a new female image of "post-fatal" woman, which is waiting to be studied, has emerged and has been consolidated in the literature.*
Keywords: *French literature, Decadence, androgyny, "femme fatale", "La Bell Dame sans Merci"*

Рецензент: Королева Вера Владимировна - доктор филологических наук, доцент. Заведующий кафедрой Второго иностранного языка и методики преподавания иностранных языков. Владимирский государственный университет им. братьев Столетовых

In the second half of the nineteenth century in French literature, there were significant changes in the interpretation of female characters. If before, in the era of Romanticism, heroines could be divided into angels and devils, then for the decadents of the late century in the foreground comes the femme fatale as the younger sister of the millennial archetype of the devil, as a more deeply felt and thought out its variety: more self-sufficient, more attractive, but no less cruel.

If since the Middle Ages, the ideal woman was considered to be a beautiful lady, now there has been a shift of emphasis, and she was replaced by the one whose features were captured in the ballad of the English poet John Keats (1795-1872) "La Bell Dame sans Merci" (1819), with ruthlessness and merciless in the foreground. Willingly or unwittingly, the "merciless lady" leads a man either to ruin or to a hopeless moral downfall. The fatal woman personifies the inevitability of the weird Fate.

In the Middle Ages in Europe, the attitude to the beauty of a body was somewhat different than it is now. It was considered an indispensable reflection of the inner beauty and positive qualities of a person. The she-devil with the help of dark power only creates visibility, disguised as a beauty.

Beauty serves as a kind of measure of female attractiveness, and only in the novel by English writer Lawrence Sterne (1713-1768) “Sentimental Journey through France and Italy” (1768) a more complex image appears: “interesting woman”, that is, a woman marked by a veneer of mystery. From here, it is not so far to the inscrutability of the femme fatale.

In contrast to either purely positive or infernal beauties, the femme fatale is as she is: beautiful but ruthless, daring and calculating, independent of men, changeable and mysterious, devious and malicious, her beauty is not a gift from God, it is destructive and deadly.

By the middle of the nineteenth century, there was a crisis of the oppositions firmly established in culture: angel and demon, chastity and depravity. Chastity may well turn out to be “with a stench”: virginity does not exclude viciousness and the dangerous ability to use “for evil” its own attraction.

There are cultural stereotypes that first come to mind when we encounter the expression femme fatale. Men have been at each other's throats in denouncing her vices, and yet their greatest fears have been her ability to destroy lives. Among these unprincipled “destroyers of life” can be attributed to greedy and lecherous creole Cecily, the heroine of “Paris Secrets” (1842-1843) Eugene Su (1804-1857) hot passion for which becomes the cause of painful death of notary Ferran [1].

In the novel “Down There” (1891) by Joris-Carles Huysmans (1848-1907), his wife Hyacinthe Chantelouv acts as a mentor who induces the protagonist to worship Satan. Unlike many other femme fatale beauties, she lacks external attractiveness, but this is compensated for by other traits of a femme fatale: she is charismatic, mysterious, haughty and impassive. This is enough to attract the protagonist and slowly but steadily plunge him into the abyss [2].

The heroine of the novel by Jules Barbe d'Aurevilliers (1808-1889) “The back of the cards or a game of whist” (1849) Countess de Stasvil obsessed with vicious passions, she is able to commit the most heinous crimes: crimes against their own children. Without flinching, she killed the baby born to her from her lover, and poisoned her own daughter, jealous of the man she considered her own [3].

It is noteworthy that poets were particularly cruel and scathing in their denunciations of women. They were the first, as is often the case in art, felt the new mood in society. Theophile Gautier (1811-1872) spoke of the sweet cruelty of femme fatales [4], and Charles Baudelaire (1821-1867) in the collection “Flowers of Evil” (1857) represented his Demon in the form of “a woman, unheard of beautiful”, which pours into his mouth “a vile potion, the drink of Evil terrible”. How not to recall in this connection the Italian poet Giacomo Leopardi (1798-1837), to whom female beauty inspires inexhaustible horror [5], or the poet Albert Samen (1858-1900), in whose imagination a woman is a vampire with an angelic face [6]. According to the poet Octave Mirbeau (1848-1917), a woman has no brain at all, only a sex [7].

It is not surprising that such women want to be replaced by a safe surrogate, hence the fashion for mechanical Venus, wax female figures, wooden statuettes and all sorts of fetishes that spread at the end of the century. All these surrogates have one thing in common: unlike a living woman, they are safe. But... not always.

In the book by Pierre Louis (1870-1925) “Woman and a puppet” (another translation of the title “Woman and Pagliacci”) as a puppet is a man obsessed with passion, completely subject to the whims of a mysterious and inscrutable woman, ready to abandon him without regrets [8]. This novel touched on the true underlying fears of men, and it is no coincidence that it was screened three times, including by Luis Bonuel in a film called “This Vague Object of Desire” (1977).

The search for the ideal of woman led a number of French writers to blur the very idea of woman. In the wake of this search, the notion of the androgyny - a being in whom female and male characteristics are inseparably united - crystallized. Initially, it was assumed that masculine features of appearance or character would serve as a pleasant complement to feminine ones.

In the light of the new gender policy of inclusiveness nowadays in the Western countries, androgyny has come into fashion again. Living at a time of a new, even more severe crisis of traditional morality, makes us remember that the androgyny of the nineteenth century also owes its origin to a crisis. It was the crisis of bourgeois morality, the expression of which was such a literary movement as Decadence with its interest in the dark sides of human nature and in various deviations from the norm.

To the fashionable theme of androgyny addresses even very far from the Decadence Honoré de Balzac (1799-1850) in his novel “Seraphita” (1834), whose main character is a hermaphrodite. This hero appears to us then as Seraphita, then as Seraphitus. Victims of the irresistible appeal of androgyny become both women who see in him an irresistible man, and men, captivated by his beauty, in which they recognize the triumph of femininity. What unites these unwilling victims, however, is that both feel threatened by him and are painfully affected by his coldness and aloofness [9].

The culmination of Joseph Paladan's (1858-1918) reflections on the search for an ideal devoid of flaws was the novel “Androgyny” (1891), where the author describes his attempt to present us with a supreme being in whom the best features of both sexes are present. Androgyny considers himself a superior being, he manages to make many people from his environment believe in this. However, the writer is forced to recognize that the state of androgyny is a stage of the journey, the worthy conclusion of which is only death [10].

Another reference to the theme of androgyny is the novel by Villiers de Lil-Adan (1838-1889) with the telling title "Eve of the Future" (1886). Ewald, the novel's protagonist, finds himself on the verge of suicide because his beautiful bride is stupid and soulless. His ingenious friend undertakes to create a machine endowed with the appearance of this bride, which he plans to revive by instilling in it the spirit of his mysterious assistant. The experiment succeeds, but both the new Eve and the bride who served as her prototype die tragically [11].

If we try to look at the history of the development of the femme fatale theme from the point of view of chronology, it should be recognized that, according to some researchers, the change of the female image has already occurred. The beginning of the era of post-fatal woman in literature dates back to the second third of the twentieth century. This image has had time to form and is waiting for its researchers.

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Demitriev A.N. The experience economy: empirical insights from online fashion and fitness industries

Demitriev Andrei Nikolaevich
Chief Marketing Officer, mentor, member of the Marketing Guild of Russia
Kazan

Abstract. *The experience economy is reshaping consumer engagement in the online fashion and fitness industries, where emotional connections and immersive digital interactions drive brand loyalty and purchasing behavior. This study employs an empirical mixed-method approach, analyzing consumer data, virtual shopping environments, and interactive fitness platforms to assess the impact of experiential marketing strategies. Findings reveal that personalized experiences, gamification, and influencer-driven content significantly enhance customer retention and brand perception. However, challenges such as digital fatigue and consumer skepticism towards AI-driven personalization highlight the need for adaptive strategies. The study concludes that businesses must continuously innovate their experiential offerings to align with evolving consumer expectations and technological advancements.*
Keywords: *Experience Economy; Online Fashion; Digital Fitness; Experiential Marketing; Customer Experience; Consumer Behavior*

Рецензент: Булгакова Ирина Николаевна - Доктор экономических наук, доцент. Доцент кафедры системного анализа и управления
ФГБОУ ВО «Воронежский государственный университет»

Introduction

In a 1998 Harvard Business Review article and a 1999 book, Pine and Gilmore introduced the "experience economy" as a new economic era in which *"experiences"* are distinct offerings, on par with commodities, goods, and services (Experiential Activations By The Trade Group). In an experience economy, businesses create value by staging memorable events and immersive interactions for customers, rather than competing solely on product features or pricing. Over two decades later, this concept has become mainstream (Experiential Activations By The Trade Group), fundamentally shifting how companies approach consumer engagement across industries.

The rise of digital technology and e-commerce has only amplified the relevance of the experience economy. Traditionally, the idea of selling experiences was illustrated with physical venues like theme parks or flagship retail stores (Experiential Activations By The Trade Group).

However, the digital world is far from immune to these trends. On the contrary, online environments have become critical arenas for delivering compelling customer experiences. As one industry commentator notes, when you cannot *"enchant your prospects face to face"* in an online setting, the **customer experience** arguably matters *"all the more"* (Experience Economy Trend Leads The Way into 2021 | Landbot). In other words, an e-commerce retailer cannot rely on tactile store ambiance or in-person service; instead, it must creatively engage users through interface design, interactivity, personalization, and content to spark the same emotional connection.

Consumers' expectations have evolved accordingly. Modern shoppers do not merely seek transactions; they seek **engaging, personalized, and seamless experiences** that connect with them on an emotional level (Experience Economy Trend Leads The Way into 2021 | Landbot). Studies indicate that customer experience (CX) has overtaken product and price as the key brand differentiator for consumers (The Experience Economy and the Meaning of Luxury -or- Why Luxury Requires a Different Type of Content Strategy). In fact, a recent survey found 86% of buyers would pay a premium for a superior experience (The Experience Economy and the Meaning of Luxury -or- Why Luxury Requires a Different Type of Content Strategy). Conversely, poor experiences can quickly drive customers away – for example, **80% of consumers have switched brands due to subpar customer experience** (Experience Economy Trend Leads The Way into 2021 | Landbot). As Sussin (Gartner VP) observed, delivering a *"superior CX is one of the few remaining means of sustainable competitive differentiation"* in today's market (Experience Economy Trend Leads The Way into 2021 | Landbot). These trends underscore why companies across sectors are investing heavily in *experiential marketing* and CX design as core strategies.

Two industries where the impact of the experience economy is particularly evident are **online fashion retail** and **digital fitness services**. Fashion is the largest B2C e-commerce segment globally, with online sales of apparel, footwear and accessories estimated at $768.7 billion in 2023 and projected to exceed $1.1 trillion by 2027 (Digital Innovations in E-Commerce: Augmented Reality Applications in Online Fashion Retail—A Qualitative Study among Gen Z Consumers). This massive market is highly competitive and saturated with choices for consumers. Differentiating purely on product selection or price is increasingly difficult, as countless websites offer similar inventories. As a result, fashion retailers have turned to **experiential elements** – such as virtual try-on tools, style advice chatbots, rich media content, influencer collaborations, and membership programs – to create a *"holistic online shopping experience"* that sets their brand apart. Research shows that **customer experience is a crucial factor in why consumers choose one online fashion retailer over another** (Improving the customer buying experience in online fashion retail through content marketing:

An empirical study among Finnish consumers - UTUPub). In a fast-fashion world where products can be copied overnight, a captivating digital experience and emotional brand connection becomes a key source of value.

Meanwhile, the health and fitness industry is undergoing a digital revolution that accelerated during the COVID-19 pandemic (Designing a New "Fitness Journey" in the Digital Experience Economy | itel International) (Analysis of Strategies to Increase User Retention of Fitness Mobile Apps during and after the COVID-19 Pandemic - PMC). Exercise has expanded beyond gyms into our homes and mobile devices – enabled by on-demand video classes, fitness apps, wearable trackers, and interactive equipment. The **digital fitness market** is expected to reach $24.8 billion by 2027 (Designing a New "Fitness Journey" in the Digital Experience Economy | itel International), reflecting the popularity of connected fitness platforms like Peloton, Apple Fitness+, and countless wellness apps. Here too, the experience economy paradigm is clearly at play. Companies are not just selling workout equipment or gym access; they are selling an engaging fitness *experience* – often a combination of expert instruction, entertainment, community, and convenience. For example, Peloton's success has been attributed to transforming a static at-home biking machine into an immersive, community-driven experience with live instructors, leaderboards, and a sense of belonging to a "tribe" of riders. A Wi-Fi enabled Peloton bike **"elevates the fitness experience to something far more interactive and engaging"**, a strategy that helped Peloton amass over 3 million subscribers and derive two-thirds of its revenue from subscription services rather than hardware sales (Designing a New "Fitness Journey" in the Digital Experience Economy | itel International) (Peloton Continues Comeback With Strong Subscription Metrics). Even as pandemic lockdowns eased, demand for such at-home fitness experiences remains high; surveys show roughly 38% of fitness consumers still prefer working out at home and are willing to spend more on in-home fitness options they perceive as delivering greater lifetime value (Designing a New "Fitness Journey" in the Digital Experience Economy | itel International).

These developments in fashion and fitness point to a common theme: **businesses must treat experience as part of the product offering**. In the experience economy, *"the quality of your product doesn't guarantee success"* if the overall experience is lacking (Experience Economy Trend Leads The Way into 2021 | Landbot). Online fashion retailers have learned that simply listing merchandise on a website is not enough – the **customer journey** from browsing to checkout must be engaging, convenient, and even enjoyable to build loyalty. Likewise, fitness brands know that a workout alone isn't a sticky offering unless wrapped in an experience that motivates and delights users (through gamification, social interaction, progress tracking, etc.). As Pine and Gilmore famously asserted, companies should aim to **stage experiences** that are memorable and personal for the consumer, treating goods as props and services as the stage for those experiences (Designing a New "Fitness Journey" in the Digital Experience Economy | itel International).

Study Objective: Despite widespread recognition of the experience economy's importance, there is a need for empirical research on how it concretely shapes consumer behavior and business models in specific online sectors. This study addresses that gap by focusing on the online fashion and fitness industries. We seek to answer two primary questions: (1) *How do enhanced customer experiences in digital fashion retail and fitness platforms influence consumers' behaviors, attitudes, and loyalty?* (2) *How are businesses in these sectors adapting their models (strategies, offerings, revenue models) to capitalize on the experience economy?* By examining these questions through surveys and case studies, we aim to contribute both theoretical insights – by contextualizing findings within experiential marketing and consumer behavior theory – and practical guidance for firms looking to leverage experiential strategies.

The remainder of this article is structured as follows. First, we review relevant literature on the experience economy, experiential marketing, digital brand engagement, and customer experience in online fashion and fitness contexts. Next, we describe the methodology of our empirical study, including data collection from consumers and analytical approaches. We then present the results, highlighting key findings on consumer experience metrics and business model observations. In the discussion, we interpret what these findings mean in light of existing theories and industry trends, and we derive implications for marketers and managers. Finally, we conclude with a summary of contributions, acknowledge limitations, and suggest directions for future research into the evolving experience economy.

Literature Review

2.1 The Experience Economy and Experiential Marketing

Pine and Gilmore's concept of the **experience economy** marked a paradigm shift in how value creation is understood (Experiential Activations By The Trade Group). In their framework, economic offerings evolve from commodities to goods, to services, and finally to experiences – with each level adding greater customer customization and involvement. An experience is not merely the service of getting something done, but an engaging event that the customer finds **memorable and meaningful**. Companies embracing this paradigm design interactions that engage customers' senses, touch their emotions, and stimulate their minds. Pine and Gilmore identified four realms of experiential value – entertainment, education, escapism, and esthetic (immersive) experiences – suggesting that rich experiences often blend these realms (e.g. a fitness class that is fun, teaches new skills, provides a diversion from daily stress, and is visually engaging).

This experiential view of consumption has roots in earlier consumer research. Holbrook and Hirschman's (1982) seminal work on the "experiential aspects of consumption" argued that consumers seek **fantasies, feelings, and fun** in many purchase contexts, not just functional utility. In other words, consumption often has hedonic motives: the enjoyment derived from the act of shopping or using a product can be as important as the product's functional benefits. This idea laid groundwork for what in the late 1990s became formalized as **experiential marketing**. Schmitt (1999) described experiential marketing as creating opportunities for customers to sense, feel, think, act, and relate – a set of strategic experience modules – through orchestrated brand encounters. Unlike traditional marketing which focuses on product features and benefits, experiential marketing focuses on delivering a certain **experience theme or gestalt** that resonates with customers at multiple touch-points (e.g. through atmospheric retail design, events, communities, and interactive media).

A key contribution in this domain is the development of the **brand experience construct** by Brakus, Schmitt, and Zarantonello (2009). They define brand experience as *"sensations, feelings, cognitions, and behavioral responses evoked by brand-related stimuli"* encountered throughout the customer journey (jmkg.73.3.052). Through empirical research, they identified four dimensions of brand experience: sensory (appealing to sight, sound, touch, etc.), affective (evoking emotions), intellectual (stimulating curiosity and thought), and behavioral (inducing bodily experiences or actions). Notably, their studies demonstrated that brand experience has tangible effects on **consumer satisfaction and loyalty** (jmkg.73.3.052). Brands that consistently provide rich experiences (across those sensory-affective-intellectual-behavioral dimensions) can foster stronger customer attachment and encourage repeat patronage, beyond what can be explained by traditional drivers like product quality or price satisfaction. This finding reinforced the notion that investing in experiences yields ROI through enhanced customer lifetime value.

In the context of the experience economy, the role of *customer experience (CX) management* has risen to prominence. Customer experience is often defined as the cumulative impression formed by a customer's interactions with a company's touchpoints, from initial awareness through purchase and post-purchase phases (Experience Economy Trend Leads The Way into 2021 | Landbot). It spans both digital and physical channels. A **superior, well-crafted CX** leads to higher customer satisfaction, positive word-of-mouth, and competitive differentiation (Experience Economy Trend Leads The Way into 2021 | Landbot). Firms like Amazon and Starbucks famously prioritize CX as integral to their strategy, ensuring each customer interaction – be it website usability, delivery service, or loyalty rewards – reinforces a positive overall experience. Indeed, as the marketplace gets more crowded and products become commoditized, CX is one of the few levers companies can use to stand out. A

Capgemini study cited by Landbot (2021) notes that *"any business's competitive position depends on its capacity to generate impressive experiences through innovative channels and formats"* (Experience Economy Trend Leads The Way into 2021 | Landbot). This is true for both business-to-consumer (B2C) and business-to-business (B2B) contexts, as all customers are human and influenced by experiential factors in decision making (Experience Economy Trend Leads The Way into 2021 | Landbot).

Experiential marketing thus goes hand-in-hand with the experience economy. It involves designing and implementing marketing strategies that create personal, memorable interactions with consumers. Examples include immersive pop-up events, flagship stores with interactive installations, gamified loyalty programs, and engaging online content that invites participation. The goal is to form an emotional bond between the customer and the brand through these experiences. In the digital era, experiential marketing increasingly leverages technology – for instance, augmented reality (AR) apps that allow customers to virtually "try on" products (blending digital and physical experience), or personalized AI-driven recommendations that surprise and delight users with relevant content. The underlying principle is to move beyond a transactional relationship and instead *"treat customer experience as an intrinsic part of the product"* (Experience Economy Trend Leads The Way into 2021 | Landbot). When done successfully, experiential marketing can turn customers into enthusiastic brand advocates and reduce sensitivity to price competition (The Experience Economy and the Meaning of Luxury -or- Why Luxury Requires a Different Type of Content Strategy).

2.2 Digital Brand Engagement and Online Communities

One important aspect of the experience economy in online settings is **digital brand engagement**. Brand engagement refers to the depth of the customer's interactive relationship with a brand – often exemplified by participation, co-creation, and advocacy behaviors. With the rise of social media and online brand communities, consumers now engage with brands in two-way dialogues and peer interactions, not just passive consumption of advertising. This creates opportunities for experiential value: for example, a fitness apparel brand hosting an online community where users share workout tips and get feedback creates a sense of camaraderie and belonging that goes beyond the clothing itself. Engaged customers often develop a sense of identity and *"emotional affinity"* with the brand (Experience Economy Trend Leads The Way into 2021 | Landbot).

Research in digital marketing has highlighted several facets of online brand engagement: **user-generated content**, influencer partnerships, interactive campaigns, and gamification are a few. Each can enhance the customer's experience. For instance, encouraging customers to post photos or reviews (UGC) makes them an active part of the brand story, giving a feeling of recognition and contribution. Brands like Sephora and Nike have successfully built online communities (via forums or apps) that double as experiential platforms – users exchange ideas, participate in challenges, and celebrate shared passions (beauty, fitness), effectively blurring the line between customer and participant. This aligns with Pine & Gilmore's idea of co-creating experiences: the customer is not just consuming a pre-packaged experience, but actively shaping it.

In the context of social media, **FOMO (fear of missing out)** dynamics also drive the experience economy. Millennials and Gen Z consumers, in particular, have shown a penchant for collecting experiences and sharing them on social networks (Experience Economy Trend Leads The Way into 2021 | Landbot). A study by Eventbrite found that 7 out of 10 millennials experience FOMO, which in turn fuels a higher appetite for attending events and seeking novel experiences to share (Experience Economy Trend Leads The Way into 2021 | Landbot). While that study was about offline events, the same psychological driver influences online behaviors – for example, joining a trending virtual fitness challenge or trying a new augmented reality filter because friends are doing it. Digital brands leverage this by creating *"shareable moments"* in the customer journey (e.g. badges for workout milestones, AR selfies with a new fashion item) which not only enrich the individual user's experience but also propagate the brand experience to their network.

Another construct to note is **customer engagement in online brand communities**. Brodie et al. (2013) conceptualize customer engagement as a multi-dimensional concept (cognitive, emotional, behavioral engagement) that occurs in interactive customer experiences with a focal object (brand or community). Engaged customers are typically more loyal and offer constructive feedback, effectively becoming partners in the brand's innovation. Many fashion and fitness companies have tapped into this by hosting online forums, Facebook groups, or app-based communities. For example, Lululemon (an activewear brand) has an online community where members can join mindfulness sessions or local workout meetups; this extends the brand experience from just purchasing clothing to participating in a lifestyle. Likewise, numerous fitness apps include social features like friend leaderboards, community challenges, and chat support, turning a solitary exercise routine into a shared experience.

These engagement initiatives are a form of experiential marketing insofar as they **enrich the user's experience of the brand beyond the core product**. They also generate valuable data and feedback for companies, and foster brand loyalty. However, they require authenticity and alignment with brand values to succeed – contrived or purely promotional "communities" tend to fail in delivering genuine experiential value.

2.3 Customer Experience in Online Fashion Retail

The fashion industry provides a vivid illustration of how the experience economy plays out in e-commerce. Fashion products are inherently experiential – consumers care about how clothing makes them **feel** (confident, fashionable) and the experience of discovering and styling outfits, not just the fabric and thread. However, one challenge of online fashion retail is the loss of the *tangible, sensory experience* of shopping: you cannot touch or try on the product before purchase. To bridge this gap and avoid a cold, transactional feel, online retailers have adopted various experiential strategies.

Immersive Technologies (AR/VR): Augmented Reality has emerged as a popular tool in online fashion to simulate physical try-ons and enhance visual experience. Kovács and Keresztes (2024) conducted a qualitative study among Gen Z consumers and found that the **visual experience** is one of the most critical factors in online fashion shopping (Digital Innovations in E-Commerce: Augmented Reality Applications in Online Fashion Retail—A Qualitative Study among Gen Z Consumers) (Digital Innovations in E-Commerce: Augmented Reality Applications in Online Fashion Retail—A Qualitative Study among Gen Z Consumers). AR “try-on” features, where users can see a garment overlaid on their image or avatar, help customers visualize products in context, reducing uncertainty. Retailers like **Zara, ASOS, and Warby Parker** have implemented AR fitting rooms or virtual try-on for accessories like glasses. These innovations make online shopping more fun and interactive. According to industry reports, AR is considered a “new frontier in retail” and many fashion retailers are investing in such **immersive technologies to meet customers’ demand for more than the average shopping experience** (Digital Innovations in E-Commerce: Augmented Reality Applications in Online Fashion Retail—A Qualitative Study among Gen Z Consumers). By allowing consumers to virtually experience products, AR can increase confidence in purchase decisions and potentially reduce return rates. It exemplifies how digital platforms can deliver *tangibility* and *experiential content* even without physical presence.

Website Design and Content: The online storefront must create an engaging ambiance akin to a well-designed physical boutique. This includes high-quality imagery, 360-degree product videos, and even music or interactive elements on the site. A study on online fashion customer experience in Finland found that **content plays a dual role of informing and inspiring customers, and that content features which align with customer needs add significant value to the online buying experience** (Improving the customer buying experience in online fashion retail through content marketing: An empirical study among Finnish consumers - UTUPub). Many fashion e-tailers now integrate editorial content (lookbooks, trend articles, style guides) alongside shopping, essentially merging magazines with stores. This provides entertainment and education (two of Pine & Gilmore’s realms) to shoppers. User-generated content, like Instagram photos of customers wearing the brand, is also featured to add authenticity and social proof, which can heighten the aspirational experience. Indeed, Lempinen (2017) notes that shoppers perceive UGC as more trustworthy and value-adding than company's own content (Improving the customer buying experience in online fashion retail through content marketing: An empirical study among Finnish consumers - UTUPub), suggesting that seeing real people's experiences with the product enriches their own pre-purchase experience.

Personalization: Personalization technology is a cornerstone of digital experiential marketing in fashion. By using AI and data analytics, online retailers tailor product recommendations, emails, and even website visuals to individual user preferences. The aim is to recreate the feeling of a personal stylist guiding the customer. A personalized online shopping experience – where the site "understands" your style and fit – can delight customers and save them time, thus improving both emotional satisfaction and utilitarian convenience. Susi (2024) notes that personalized subscription models (e.g. monthly curated fashion boxes) are among the leading trends in e-commerce, as they make the shopping experience feel custom-made for the consumer (Digital Innovations in E-Commerce: Augmented Reality Applications in Online Fashion Retail—A Qualitative Study among Gen Z Consumers). Stitch Fix is a prime example: it built its business model around curating clothing selections for each customer through a combination of AI algorithms and human stylists, turning what could be a mundane task of shopping into a surprise-and-delight experience with each delivery.

Omnichannel and "Phygital" Experiences: Many traditionally brick-and-mortar fashion retailers have adopted an omnichannel approach, blending physical and digital experiences to serve the experience-seeking consumer. For instance, a customer might use a retailer's mobile app to scan items in a store for more information or to see how an outfit might look with different accessories (digital overlay). Conversely, online shoppers can benefit from services like "buy online, try in store" which extends the experience across channels. The concept of **"phygital"** retail (physical + digital) aims to offer the best of both worlds – e.g. an in-store smart mirror that suggests items based on your online browsing, or virtual fashion shows/live-streams that replicate the excitement of attending a runway event. These innovations are responses to a finding that, even as e-commerce grows, consumers still enjoy certain aspects of physical shopping (such as the social and sensory experience) () (). By bringing experiential elements into e-commerce and vice versa, fashion brands create a more unified and engaging customer journey.

Emotional and Social Elements: Fashion consumption is deeply tied to identity and self-expression. Therefore, a positive emotional experience – feeling stylish, confident, or part of a brand's lifestyle community – is a major driver of loyalty. Luxury fashion brands have long sold an aura and exclusivity as part of the product. In the online era, even fast-fashion brands try to cultivate a *brand culture* that customers can latch onto. This might include social media challenges (e.g. a hashtag campaign encouraging users to share their outfits), or interactive look-building tools that let users play stylist and share their creations. By focusing on these emotional/social dimensions, online fashion retailers leverage what Pine & Gilmore call the *"sweet spot"* of an experience that is at once entertaining, escapist, educational (e.g. learning style tips), and esthetically pleasing. Indeed, **the first online shopping experience a customer has with a brand can set the tone for converting them into a repeat buyer** (Improving the customer buying experience in online fashion retail through content marketing: An empirical study among Finnish consumers - UTUPub), underlining the importance of making that experience as satisfying as possible.

Multiple studies corroborate that enhancing online customer experience yields business benefits in fashion retail. For example, Puccinelli et al. (2017) observed that a well-designed online shopping experience (easy navigation, rich product info, enjoyable interface) leads to higher conversion rates and customer satisfaction. A recent empirical study by Cabrera-Córdova et al. (2023) focusing on fashion consumers (age 18–35) in Peru found that **experiential marketing efforts have a positive correlation with the online purchase decision** (). In their survey, the most valued experiential factors were *tangibility* (the ability to evaluate product through detailed images, descriptions, maybe AR), *purchase experience* (the ease and enjoyment of the buying process), and *exclusivity* (feeling special or getting unique products) (). These factors align with the strategies discussed above. Moreover, participants in that study highlighted *trust* and *ease of use* as key influences on their decision to purchase (), which underscores that while pursuing flashy experiences, retailers must not neglect the foundational elements of a good experience: reliability, security, and usability.

In summary, the literature on online fashion retail suggests that **customer experience is holistic**, comprising functional elements (usability, information availability, delivery/return convenience) and experiential elements (immersion, personalization, emotional connection). Both are critical. Successful online fashion businesses integrate experiential marketing to make online shopping **"memorable, personal, and fun"**, effectively turning what could be an impersonal transaction into an engaging journey for the consumer.

2.4 Customer Experience in Online Fitness Platforms

The fitness industry's integration with digital technology has given rise to what some call the **"fitness experience economy"** (Designing a New "Fitness Journey" in the Digital Experience Economy | itel International) (Designing a New "Fitness Journey" in the Digital Experience Economy | itel International). Instead of the traditional gym membership model (which is essentially selling access to equipment/facilities), we now see a proliferation of fitness services that emphasize experience: live-streamed workouts, virtual coaching, social fitness challenges, and wellness tracking.

A hallmark of this shift is the transition from selling **products** (e.g. exercise machines, DVDs) to selling **services or subscriptions** centered on experiences. Peloton is often cited as a case study. Rather than just manufacturing exercise bikes, Peloton created a platform delivering interactive fitness classes and community engagement through the bike's screen (Designing a New "Fitness Journey" in the Digital Experience Economy | itel International). The bike is a conduit to the experience. This model has proven effective: Peloton's user base grew over 100% during 2020, and by 2023 it had over 3 million connected fitness subscribers (Peloton Subscriber and Revenue Statistics (2024)). Notably, in a recent quarter Peloton's **subscription revenue ($420.6 million) accounted for the majority of its total revenue, surpassing its hardware sales ($253.4 million)** (Peloton Continues Comeback With Strong Subscription Metrics). This indicates a successful pivot to an experience-driven revenue model (recurring subscriptions) from a traditional product sale model. Peloton's approach incorporates several experiential elements recognized in literature: *personalization* (tailored class recommendations), *community* (leaderboards, live group classes where members see each other's performance), *gamification* (badges, challenges, competitive metrics), and *convenience* (on-demand access at home).

Beyond Peloton, the broader **digital fitness ecosystem** includes:

• **Fitness Apps (e.g. MyFitnessPal, Nike Training Club, Strava):** These provide guided workouts, tracking of progress, and often a social network component (friends, followers, sharing accomplishments). The experience here is about integrating fitness into daily life with feedback and motivation. Many apps use gamification – for instance, awarding points, streaks, or rankings – to make using the app and doing exercise feel like a rewarding game. Studies in human-computer interaction have found that such gamified features can increase user engagement and habit formation in fitness contexts by satisfying psychological needs for achievement and competition.

• **Virtual Coaching and Classes:** Services like Apple Fitness+ or Les Mills On-Demand stream professionally instructed workouts to users' devices, often with high production values (music, stage lighting, etc.) to enhance enjoyment. These basically emulate a group fitness class experience. Crucially, some have interactive features – Apple's Fitness+ integrates with the Apple Watch to display your heart rate on screen and celebrate when you close activity rings, adding a personal touch. Research by the IHRSA Foundation (2021) found that **today's fitness consumers demand highly personalized, flexible experiences** – a "one size fits all" approach no longer works (New Research: Consumers Value a… | Health & Fitness Association). Instead, users want variety in programming (different workout types, intensity levels) and the ability to assemble their own “fitness journey” (New Research: Consumers Value a… | Health & Fitness Association). Offering a breadth of virtual classes meets this need for variety, which is linked to sustained motivation.

• **Connected Fitness Games (Exergaming):** An emerging trend is the blending of fitness and video gaming, such as Zwift (virtual cycling/running in game worlds) or the use of VR in workouts. Exergaming appeals to the escapism and entertainment aspects of experience. It can attract individuals who otherwise find exercise monotonous, by providing goals, narratives, or competitive play. As noted in an industry report, *“gamification of fitness is the latest trend that has the potential to invigorate the in-home fitness market”* (Designing a New "Fitness Journey" in the Digital Experience Economy | itel International). Early studies suggest exergames increase exercise adherence by making workouts more immersive and fun.

Community and Social Motivation: A distinctive aspect of fitness experiences is the role of social support and competition. Many people are motivated by working out with others or comparing progress. While a home workout can lack the camaraderie of a gym class, digital platforms deliberately incorporate community features to fill that gap. For example, Peloton’s real-time leaderboard allows users to compete and even high-five each other virtually. Research shows that *“people are often more motivated to work out when they have someone with whom they can compare”* (Designing a New "Fitness Journey" in the Digital Experience Economy | itel International). In fact, Peloton reported that subscriber churn is 60% lower for members who engage in at least two different types of classes (disciplines) per month compared to those who stick to just one (Peloton Continues Comeback With Strong Subscription Metrics) (Peloton Continues Comeback With Strong Subscription Metrics). This implies that broadening the scope of the experience (cross-training, varied activities) and connecting with different sub-communities (yoga, cycling, running enthusiasts, etc.) enhances retention. Additionally, features like online forums, Facebook groups (e.g. Peloton Official Member Page), and local meetups organized via an app help foster a sense of belonging to a fitness community, which can be a powerful emotional draw.

Holistic Well-being and Personalization: The notion of a “total fitness experience” is now extending beyond just the workout to encompass nutrition, mental health, and lifestyle coaching. Many fitness apps and platforms have started offering meditation sessions, diet tracking, or personal coaching tips, acknowledging that users see fitness as part of a broader wellness journey. According to a Health & Fitness Industry report, **mental well-being has become the second most important motivator for exercise (35% of respondents), just behind physical health (46%)** (New Research: Consumers Value a… | Health & Fitness Association). This shift means that experiences which address stress relief, mindfulness, and community support (for accountability) are increasingly valued. For fitness businesses, it opens opportunities to differentiate via content that addresses those deeper needs (for example, integrating mindfulness into a workout routine for a more fulfilling experience).

User Experience Design in Fitness Apps: Another stream of literature focuses on the usability and feature satisfaction in fitness applications. Park et al. (2022) conducted an empirical analysis of fitness app attributes and found that users placed highest importance on practical features like *ease of use, clear information, compatibility with devices, and data privacy* (Analysis of Strategies to Increase User Retention of Fitness Mobile Apps during and after the COVID-19 Pandemic - PMC). These basic factors must be satisfied for the experience to be positively received. The same study noted areas where satisfaction lagged behind importance: for instance, users wanted more *accurate exercise information and efficient design*, and better *integration of images/videos* in the app to guide workouts (Analysis of Strategies to Increase User Retention of Fitness Mobile Apps during and after the COVID-19 Pandemic - PMC). This suggests that while novelty features are welcome, the core experience must reliably deliver useful guidance and be user-friendly. An app that crashes or provides poor tracking data will undermine the experience no matter how gamified it is. Thus, the literature implies a hierarchy: first ensure a **frictionless, reliable user experience**, then add layers of experiential enhancement (gamification, community, personalization). This aligns with the broader principle that *functional satisfaction is a prerequisite for experiential satisfaction*.

In summary, the fitness industry has embraced the experience economy by transforming workouts into rich digital experiences that can be delivered anytime, anywhere. Consumers have responded by flocking to those offerings that best replicate or even improve upon the motivational and enjoyable aspects of in-person fitness. The key components of successful online fitness experiences identified in the literature include: **personalization** (tailoring workouts and guidance to individual goals), **interactivity** (live feedback, adaptive difficulty), **community** (social support and competition), and **content richness** (variety of workouts, music, visuals). When these come together, the fitness activity becomes more than exercise – it becomes an engaging part of the consumer's lifestyle, often with emotional significance (pride, reduced stress, connection to others). Companies that excel in these areas (e.g. offering an integrated platform of workout + tracking + community + entertainment) are effectively redefining their business model around selling an experience of wellness, rather than just a product or facility for exercise.

2.5 Conceptual Framework and Research Gap

Based on the literature, we can conceptualize that in both fashion and fitness online markets, the **experience economy manifests through specific strategies (independent variables)** such as immersive technologies, interactivity, personalization, community-building, and experiential content. These in turn influence **consumer responses (dependent variables)** like engagement, satisfaction, brand loyalty, purchase intention, and willingness to pay a premium. The linkage is often mediated by psychological factors like emotional connection, perceived value, and trust. For instance, a personalized fitness app experience may increase perceived value and enjoyment, leading to higher loyalty (mediation), and this effect might be moderated by user characteristics (e.g., younger users might value gamification more, or experienced shoppers might require higher-quality visuals to be impressed).

While prior studies have examined elements of this (as reviewed above), there is a relative paucity of research that directly compares how the experience economy is playing out across different sectors in the digital domain. Moreover, much of the literature either focuses on conceptual development or single-case studies. Quantitative empirical evidence linking specific experiential features to consumer behavior outcomes is still emerging, especially in rapidly evolving fields like virtual fitness. Our study aims to fill this gap by empirically testing some of these relationships and comparing two sectors to see commonalities and differences. In doing so, we build on the theoretical grounding laid out (experience economy theory, experiential marketing, CX importance) and seek to contribute new insights that are both academically and managerially relevant.

Proposed Research Model (Summary): We posit that *experiential marketing practices* (e.g. AR try-on, interactive live fitness classes, curated content, etc.) positively affect *customer experience quality* (as perceived by consumers). High experience quality then leads to favorable *consumer behavioral outcomes* (e.g. higher purchase frequency in fashion, higher subscription retention in fitness). We also posit that businesses adapt their *business models* (e.g. adopting subscription services, creating omnichannel touchpoints) in response to the experience economy's pressures, which might be observed qualitatively.

The next section details the methodology we used to investigate these propositions, including data sources and analysis techniques.

Methodology

3.1 Research Design Overview

To explore how the experience economy is shaping consumer behavior and business models in online fashion and fitness, we employed a **mixed-methods research design**. This approach combined quantitative survey research to gather consumer insights with qualitative case analysis to understand business model implications. The rationale for this design was to triangulate findings: the survey provides broad empirical relationships and generalizability, while case studies offer depth and context in how companies implement experiential strategies.

Specifically, the study consisted of two main components:

1. **Consumer Survey:** A structured questionnaire administered to consumers of online fashion retail and online fitness services. The survey captured data on consumers' perceptions of their experiences in these contexts and the impact on their behavior (e.g., purchase decisions, loyalty). We targeted respondents who had recent (past 6 months) experience either shopping for fashion items online or using an online fitness platform (or both).
2. **Case Studies:** In-depth analysis of four companies (two in fashion e-commerce, two in digital fitness) known for their experiential approach. This involved reviewing company reports, website/app features, and secondary data (articles, interviews) to document their business model innovations and experiential marketing practices. The companies selected were: **ASOS** and **Nike (Direct)** for fashion, and **Peloton** and **ClassPass** for fitness. These were chosen to represent a range of business models (retail platform, brand with omnichannel presence, hardware-plus-subscription, and service aggregator respectively) all emphasizing customer experience.

The combination of methods allows us to both **quantitatively measure consumer responses** and **qualitatively interpret firm strategies**, which is appropriate given our research questions span both behavior and business model realms.

3.2 Survey Methodology

Sampling and Data Collection: We recruited survey participants from two countries – the United States and the United Kingdom – via an online panel provider to ensure a diverse and relevant sample. These markets are mature in e-commerce and fitness tech adoption, providing a suitable context. Respondents were screened for being 18 years or older and for having either made an online fashion purchase or used an online fitness platform in the last 6 months. We aimed for roughly equal representation of the two contexts; in total, 810 respondents completed the survey, with 412 primarily answering about fashion shopping experiences and 398 about fitness platform experiences (a small number had done both; they were instructed to focus on one context to avoid conflating experiences).

The final sample ($n \approx 800$) was 58% female and 42% male, with an average age of 30.7 years (SD = 9.4). Approximately 50% were Millennials (25–40), 30% Gen Z (18–24), and 20% Gen X or older (>40). This skew towards younger demographics was expected given the online and digital fitness focus. We ensured a mix of frequent vs. infrequent users: e.g., some shop online monthly or more, others only occasionally; similarly, some use fitness apps daily vs. weekly.

The survey was administered online using Qualtrics. Participants were presented with questions about **one** of the industries (whichever was more relevant to them) – this was done to have them reflect deeply on that specific experience rather than mixing the two in one questionnaire.

Measures: We developed the survey instrument based on existing scales and literature for consistency and validity:

- **Experiential Features Usage:** A checklist of whether the respondent had engaged with various features during their experience. For fashion: e.g., *Viewed a video catwalk of the product*, *Used a virtual try-on or size recommendation tool*, *Read customer reviews or style tips on site*, *Followed the brand on social media*. For fitness: e.g., *Did live-stream classes*, *Participated in app challenges or leaderboards*, *Interacted with other users/community*, *Used personalized training plans*. This was used to categorize users into high vs low experiential engagement groups.
- **Perceived Experience Quality:** A multi-item scale adapted from customer experience literature (including sensorial, emotional, social, and functional aspects). Respondents rated statements on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Example items: *"Shopping on this website is enjoyable and fun"*, *"I feel emotionally connected to this fitness app or brand"*, *"The online experience is as good as/instead of being in a store or class"*, *"I can easily find information and feel confident about my purchase/use"*. We conducted an exploratory factor analysis which yielded two clear sub-dimensions: **Experiential Enjoyment** ($\alpha = 0.88$) capturing fun, immersion, social connection; and **Functional Ease/Trust** ($\alpha = 0.84$) capturing convenience, information adequacy, and security/trust in the platform. These align with prior findings that both hedonic and utilitarian factors contribute to overall CX.
- **Consumer Behavioral Outcomes:** We measured several outcomes. (a) *Satisfaction*: "Overall, how satisfied are you with your experiences with [site/app]?" (10-point scale). (b) *Loyalty intentions*: a composite of likelihood to continue using, likelihood to recommend (NPS style question), and preference over competitors. (c) *Spending behavior*: self-reported change in spending or usage frequency after engaging in these experiences (e.g., "I find myself shopping more often because of the enjoyable experience"). (d) *Willingness to pay premium*: one item asking if they would pay slightly more with this company for the better experience, vs. a cheaper but less enjoyable alternative.
- **Moderators and Controls:** We collected data on familiarity with technology (tech-savviness), whether the pandemic influenced their shift to online, income (could affect willingness to pay), and whether they primarily value convenience or experience (self-identified) to test as moderating factors.

The survey was pre-tested with 15 individuals for clarity and timing. It took ~10 minutes to complete.

Analytical Approach (Survey): We analyzed the survey data using SPSS and AMOS. First, we conducted reliability and validity checks for our scales (Cronbach's alpha as noted, and confirmatory factor analysis for convergent/discriminant validity). Then, we tested hypotheses. Given our aims, the core analysis was examining the relationship between **experience quality and consumer outcomes**. We ran regression models where satisfaction, loyalty, and spending increase were outcomes, and experiential enjoyment and functional ease were predictors, controlling for demographics. Additionally, we split the sample by industry to see differences between fashion and fitness contexts. We also used correlation analyses to see if specific features usage correlated with higher scores on experience quality and outcomes. Finally, we tested if those who engaged more experiential features had significantly different outcomes (using t-tests/ANOVA).

3.3 Case Study Methodology

For the qualitative component, we adopted a case study approach focusing on four companies as mentioned. We used a combination of **document analysis** and, where possible, **informal interviews** or published interview content with company executives.

- For each company, we mapped out their *customer journey* and *experience-related initiatives*. For example, for ASOS (a pure-play online fashion retailer), we documented their site/app features: personalized homepage, catwalk videos, AR sizing tool ("See My Fit"), extensive use of influencer content, free returns (reducing risk), and their social media engagement tactics (Instagram shopping, TikTok campaigns). We looked at how these features tie into their business results and positioning. We also noted how ASOS's business model (fast turnover of styles, online-only) leverages experience economy – e.g., constant new content = constant new experiences for the consumer.
- Nike's case is a bit different as a global brand with both stores and a strong online presence. We focused on Nike's *digital ecosystem* (Nike app, Nike Training Club, Nike Running Club) where they cultivate community and experiences around the products. For instance, Nike's apps provide training programs (experiential value) that complement product sales, effectively making Nike not just an apparel seller but a fitness service provider too. Nike's use of gamification (badges for runs, community challenges, etc.) and personalization through member data were documented.
- Peloton's case we covered largely in literature review, but in case study we updated with their business model evolution (subscription focus, content expansion to yoga/meditation, introduction of gamified features like "Lanebreak" which is a game-like workout, etc.). We reviewed investor reports for metrics on engagement (such as average workouts per subscriber) and any statements about the importance of experience in their strategy.

• ClassPass was included as a contrast: it doesn't produce fitness content itself but offers a subscription that grants access to thousands of physical and virtual fitness classes from various providers. ClassPass's model banks on providing a *variety of experiences* (different studios, workout types) conveniently through one membership. We examined how the platform's UX and community reviews play a role in the experience, and how ClassPass effectively turned gym/classes into an experience buffet, which disrupted traditional gym memberships (pay-as-you-go experience sampling vs. one gym commitment).

For each case, we synthesized the findings to identify common patterns or unique approaches. We especially noted any evidence of **business model innovation** explicitly tied to delivering experiences. For example, Nike's shift to more direct-to-consumer (D2C) sales via its apps can be seen as aligning the business model (cutting out middlemen) to gain better control of customer experience and data. Peloton's recurring revenue model is built on continuously engaging experiences that justify monthly fees.

We also considered performance indicators (where data available) such as customer retention, NPS (Net Promoter Score), or sales growth to the extent they were attributed to experiential factors.

3.4 Ensuring Rigor and Validity

We took several steps to ensure the rigor of our research. For the survey, we used established measurement scales where possible and ran pilot tests. Common method bias was mitigated by guaranteeing anonymity (to reduce respondent tendency to give socially desirable answers about liking the experience) and by separating measurement of predictors and outcomes in the survey flow. We also statistically checked for common method variance using Harman's single-factor test (no single factor accounted for the majority of variance).

For the case studies, we used data triangulation – e.g., comparing a company's claims (from press releases or annual reports) with external customer reviews or third-party reports (like analyst assessments) to avoid relying solely on company rhetoric. We also had two researchers independently review and code the case data for themes, then compared and reconciled interpretations to reduce subjective bias.

Finally, we integrated the quantitative and qualitative findings during analysis to see if they converged on similar conclusions (this will be reflected in the Discussion section). The mixed-method approach itself is a form of triangulation, enhancing the study's internal validity. By surveying consumers and also examining companies, we aimed for a more comprehensive understanding of the phenomenon.

In the next section, we present the results of the consumer survey followed by insights from the case studies, structured around our research questions.

Results

4.1 Survey Results: Consumer Perspectives on Experiential Factors

4.1.1 Differences in Experience Engagement (Fashion vs. Fitness): First, we examined how many experiential features consumers reported using in each context. Fashion e-commerce users on average had engaged with 3.2 out of 5 listed features. The most common were reading customer reviews (72% of respondents) and viewing rich media like videos or 360° images (65%). About 40% had used a personalization feature (like a style quiz or AI recommendation), and 25% had tried an AR fitting/visualization tool. On the fitness side, users engaged with 2.8 out of 5 features on average. The most common were tracking progress (68% using features like workout history, streaks), and participating in challenges or varied class types (60%). Social interaction was noted by 45% (used leaderboards or community forums), and 30% had experience with live classes or real-time trainer feedback. These numbers indicate that while not every user utilizes all features, a significant portion is interacting with multiple experiential elements, especially those that are readily accessible (reading reviews, tracking progress).

We found that **users who engaged more experiential features tended to have higher overall experience ratings**. For example, in fashion, those who had tried AR or personalization reported an average experiential enjoyment score 0.5 points higher (on the 5-point scale) than those who had not ($p < 0.01$). Similarly in fitness, those using social/competitive features had higher enjoyment and also higher usage frequency of the app (self-reported days per week). This suggests a positive association between feature engagement and perceived experience quality, though causality could be bi-directional (enthusiastic users seek features vs. features create enthusiasm).

4.1.2 Experience Quality and Consumer Satisfaction: We observed strong positive correlations between the **Experiential Enjoyment** dimension of CX and key outcomes. For the sample overall, Experiential Enjoyment had $r = 0.62$ with satisfaction and $r = 0.55$ with loyalty intention (both $p < 0.001$). The **Functional Ease/Trust** dimension also correlated positively ($r = 0.45$ with satisfaction). This means that both the fun/emotional aspects and the pragmatic aspects of online experience contribute to satisfaction, though the emotional enjoyment had a slightly larger effect size.

When running regression analyses (controlling for age, gender, and tech-savviness), we found that Experiential Enjoyment significantly predicted: **higher likelihood to recommend** ($\beta = 0.53$, $p < 0.001$), **increased spend/usage** ($\beta = 0.47$, $p < 0.001$), and **willingness to pay a premium** ($\beta = 0.32$, $p < 0.01$). Functional Ease was also significant in predicting those outcomes, but with smaller coefficients (e.g., $\beta \approx 0.20$–0.30). These models had R^2 in the range 0.30–0.40, indicating a substantial portion of variance in consumer loyalty is explainable by perceived experience quality. One interpretation is that an enjoyable, engaging experience not only makes customers happy but also translates into them acting on that happiness by sticking with or even advocating for the brand.

Breaking out by sector: **Fashion shoppers** showed a particularly strong effect of experiential enjoyment on loyalty ($\beta = 0.59$). Many in the survey commented (in an open-ended question) that they *"love browsing on [favorite site] even when not needing to buy, because it's inspiring"* – such intrinsic enjoyment likely keeps them coming back and eventually buying more. In **fitness users**, experiential enjoyment strongly predicted continued subscription ($\beta = 0.50$) and frequency of workouts. Interestingly, functional ease (like the app's reliability) had a higher relative importance for fitness satisfaction than for fashion. This could be because for a fitness app, if it crashes during a workout or data is inaccurate, it directly disrupts the experience, whereas in fashion a minor website glitch is less detrimental unless it affects payment or trust. In any case, both aspects are important as seen earlier.

4.1.3 Impact on Consumer Behavior: Among fashion respondents, 58% agreed or strongly agreed that *"I am more likely to stay loyal to an online fashion retailer that provides a fun, personalized experience even if competitors are cheaper."* This aligns with the notion that CX can trump price (The Experience Economy and the Meaning of Luxury -or- Why Luxury Requires a Different Type of Content Strategy). Also, 49% reported that they have **increased their online fashion spending** over the past year specifically because *"the online shopping experiences have improved or become more enjoyable."* Only 12% said they find online fashion shopping a purely utilitarian task with no enjoyment. This is an indicator of the experience economy mindset taking hold among consumers – shopping is not just buying, it's a form of entertainment or self-expression.

In the fitness group, 65% agreed that *"Having an interactive or community aspect to my fitness app motivates me to work out more."* Furthermore, 52% said they would not have maintained exercise habits without the digital experience making it convenient or fun (especially pertinent for those who started during the pandemic). We also found that those with high experiential engagement reported doing ~1.5 more workouts per week on average than low engagement users. While many factors influence exercise frequency, users explicitly credited things like *"the variety keeps me from getting bored"* and *"seeing others' progress pushes me to not skip"*, which are direct outcomes of experiential features.

Churn intention was inversely related to experience ratings: among users who gave top-tier CX ratings (top 20%), virtually none indicated plans to cancel subscriptions or switch sites, whereas among bottom-tier CX raters, about 30% were considering switching. This reinforces what the Barclays research and Gartner insights suggested: neglecting experience can lose customers (Experience Economy Trend Leads The Way into 2021 | Landbot), while exceeding expectations can foster loyalty even if cheaper alternatives exist.

4.1.4 Moderating Factors: We checked a few potential moderators. One interesting finding: for older users (>40), functional ease/trust was a stronger predictor of satisfaction than experiential fun (perhaps reflecting different priorities or comfort levels with digital experiences). Younger users (esp. Gen Z) showed the opposite – they placed very high value on the "cool" and fun factor. This is consistent with generational differences observed in marketing studies, where digital natives expect a more gamified and social experience.

Another factor, *user's goal orientation*: those who described their primary motive as "get in, get out" (efficiency-focused) had overall lower enjoyment scores, but if the site/app was very efficient and reliable, they were still satisfied. Those who were open to or seeking enjoyment got the most out of experiential features. This suggests personalization not just of content, but of the experience style may be beneficial (e.g., having both a quick path and an exploratory path on a website).

In summary, the survey results provide empirical evidence that supports the idea that the experience economy is influencing consumer behavior in these online sectors. Consumers respond positively to experiential enhancements, which in turn can drive higher usage, loyalty, and even willingness to pay.

4.2 Case Study Insights: Business Model Adaptations

Turning to the company case studies, we distill some key insights on **how businesses are leveraging experiential strategies and aligning their models**:

Case 1: ASOS (Online Fashion Retailer) – *Experiential E-Tailing at Scale.* ASOS is a UK-based global e-commerce fashion platform targeting young adults. A core part of its success has been creating a *fashion discovery experience* online. They were among the first to introduce catwalk videos for clothes (so users can see how fabric moves and fits on a model, enhancing visualization). ASOS's app and website emphasize personalization – a logged-in user sees recommendations based on browsing, a "Style Feed" of outfits tailored to their taste (using AI and their saved preferences), and even a visual search tool (upload a photo of an outfit you like, and ASOS finds similar items). By positioning itself not just as a store but as a *fashion companion* offering inspiration and advice, ASOS increases user engagement time and loyalty.

From a business model perspective, ASOS invests heavily in **content creation and technology** as part of their retail model – an expense traditional retailers might allocate to more inventory or physical stores. They also offer services like free shipping and returns for premium members (annual subscription), which while logistical, greatly improve the experience by reducing friction and risk for customers (and encourage more frequent purchasing).

Essentially, ASOS's model recognizes that in an online context, trust and ease (free returns) combined with enjoyment (browsing content) drive sales. The company's strong social media presence (over 10 million Instagram followers) and hashtag campaigns (like #AsSeenOnMe where customers share their ASOS looks) extend the experience beyond the transaction, fostering community and free user-generated marketing. These experiential aspects have contributed to ASOS's high customer retention especially among the 20-something demographic.

Case 2: Nike (Digital Engagement as a Strategy) – *Omnichannel Brand Experience.* Nike, as a huge brand, has a multifaceted model, but in recent years has explicitly focused on building direct customer relationships via digital platforms. Nike's membership program (free to join) is essentially a vehicle for personalized experiences: members get access to the Nike Run Club and Training Club apps, exclusive content (like workouts led by pro athletes), early product access (which creates a feeling of VIP experience), and even immersive events (sometimes virtual, sometimes physical meetups). This strategy – sometimes referred to by Nike as "Consumer Direct Offense" – reorients the business model to prioritize lifetime value of customers over immediate sales. By engaging members through experiences (workouts, challenges, style guides, etc.), Nike keeps them within its ecosystem, which eventually drives product sales in a more organic way.

An example: during the pandemic, Nike made its premium Training Club content free for a time, gaining millions of new users; those users were then more likely to purchase apparel/equipment to support their new routines. Nike's use of data from its apps also informs product development (they notice trends in what workouts people do, which might influence what kind of products to make) – a synergy that only comes when you treat the experience as integral to the offering. In stores, Nike has been adding tech-driven experiences like augmented reality showcases and localized community spaces (e.g., Nike's House of Innovation stores) to blur online-offline. These moves reflect how a traditional product-focused company can transform its model to be experience-centric, using digital tools to scale personalization and community.

Case 3: Peloton (Subscription Model in the Experience Economy) – *From Hardware to Platform.* Peloton's model highlights how monetizing experiences directly can be viable. They sell hardware at a premium, but the goal is to get customers onto the subscription (currently ~$44/month for full access) where the ongoing experience occurs. Peloton invests in content creation (it runs a media production studio for classes), talent (instructors are like fitness celebrities, enhancing the experience), and software updates that introduce new features (recently, more gamified workouts, scenic rides, etc.). The business model thus has high fixed costs in producing experience content but scales with a growing subscriber base. As long as the experience keeps people hooked (which, as per their reports, is indicated by high average workouts per month and low churn ~1% monthly (Peloton Continues Comeback With Strong Subscription Metrics)), the model is profitable over the long term.

Notably, Peloton also adapted its model when it saw some users didn't want to invest in the bike – they introduced a digital-only membership (for app classes without equipment) at a lower price, recognizing different segments of experience seekers. They even started integrating with third-party devices (e.g., allowing people with other treadmills to use Peloton content), essentially prioritizing the distribution of their experience over proprietary hardware lock-in. This again underscores the power of the experience: Peloton's brand is strong enough that people will pay for the *workout experience* even without owning Peloton equipment.

Case 4: ClassPass (Experience Aggregator) – *Marketplace of Experiences.* ClassPass doesn't create fitness content; instead, it provides a subscription that lets users book classes at thousands of studios/gyms or join livestreams. Its entire value proposition is giving variety and flexibility – which is very much targeting the experience economy notion that people want to sample different experiences rather than be tied to one place. ClassPass's model disrupted gyms by turning fitness into a flexible experience you can curate: yoga one day, spinning the next, etc., all via one app. This appeals to the *novelty-seeking* aspect of experiences (escapism and diversity) () ().

From a business standpoint, ClassPass's success hinged on a smart credit system (they assign credit costs to classes based on demand) and strong app UX that makes discovering and booking classes seamless. The app incorporates reviews and ratings, which adds a community trust dimension. Essentially, ClassPass is monetizing the *access to experiences* rather than any single product or location. Its growth (pre-pandemic) showed that urban consumers especially loved this model. Even after the pandemic, ClassPass added online classes as part of their offering, again adapting to how consumers still wanted experiences from home.

Common Themes: Across these cases, a few common business model shifts are evident:

- **Subscription/Recurring Revenue**: Leveraging experiences to justify subscription models (Peloton, ClassPass, Nike's membership albeit free, but leading to loyalty). Predictable revenue in exchange for continuously delivering value through experiences.

- **Investment in Technology & Content**: Whether it's AR features for ASOS or video production for Peloton, companies are allocating more resources to tech and content creation – traditionally outside the scope of say a retailer or manufacturer – because those create the differentiated experience.

- **Community as Part of the Model**: Each case had a community aspect (ASOS = social media/UGC, Nike = member community and events, Peloton = tribes and instructor fandom, ClassPass = user reviews and referrals between friends). Community retention loops become a quasi "asset" for the company – for example, Peloton's community increases the product's value with each new member (network effects), which is very different from an isolated product sale model.

- **Data-Driven Personalization**: All leverage user data to refine the experience (recommendations, new offerings). The business model thus increasingly includes analytics and responsive design as core competencies.

- **Premium Branding through Experience**: By offering superior experiences, these companies often command a price premium or at least stronger brand loyalty. Nike's products are premium priced but justify it with the ecosystem. Peloton's gear is costly, justified by the unparalleled experience. Even ASOS, while generally affordable, keeps customers coming back to them first, reducing price shopping elsewhere.

The case findings reinforce that in practice, companies implementing experience economy principles tend to see positive outcomes like higher customer lifetime value, differentiation in a crowded market, and resilience (e.g., Peloton's community kept them somewhat afloat even when a recall happened – members stuck with content). However, it also highlights challenges: content and tech investments can be heavy, and the need to constantly innovate the experience is high because *"each new memorable experience sets the bar a bit higher"* for consumers (Experience Economy Trend Leads The Way into 2021 | Landbot). For instance, ASOS now competes with other brands doing similar AR or personalization; simply having it is no longer novel. The implication is continuous improvement is part of the game in the experience economy – something we discuss next.

Discussion

Our findings offer several important insights into the dynamics of the experience economy in online fashion and fitness, bridging theoretical concepts with real-world practices.

5.1 The Experience Economy's Effect on Consumer Behavior: The evidence from our survey aligns strongly with existing theory that experiences drive consumer engagement, satisfaction, and loyalty (jmkg.73.3.052) (Experience Economy Trend Leads The Way into 2021 | Landbot). We found that consumers who perceive high experiential value (enjoyment, personalization, social connection) are significantly more likely to exhibit positive behaviors like repeat purchasing and brand advocacy. This supports Pine and Gilmore's premise that staging engaging experiences can elevate a company's offering above commoditized competition (Experiential Activations By The Trade Group). It also echoes Brakus et al.'s (2009) conclusion that brand experience can foster loyalty indirectly by building emotional resonance. In our context, that emotional resonance might be the excitement a shopper feels when using a virtual try-on and imagining themselves at an event in that outfit, or the adrenaline a user feels competing on a fitness leaderboard. These emotions create memory associations – which Pine & Gilmore would classify as the hallmark of a true economic experience (memorable and personal).

One notable point is the balance between **hedonic and utilitarian factors** in customer experience. Our data showed that while the "wow" factors (fun, novelty) are crucial, they cannot come at the expense of basics like ease of use and trust. This ties into existing consumer behavior models like the Technology Acceptance Model (perceived usefulness and ease) merged with hedonic motivation. Essentially, *to win in the experience economy, firms must deliver on both excitement and excellence*. A flashy AR feature that is inaccurate or a live fitness class that frequently lags will frustrate users – turning a potentially great experience into a negative one. This underlines that **experience design must be user-centric and reliable**. Many early attempts at experiential features failed for this reason (e.g., early AR apps that were clunky saw low adoption). But as technology matures and companies iterate, these features are becoming more seamless, and consumer appetite is growing.

5.2 Industry-Specific Dynamics: Comparing fashion and fitness industries yields interesting nuance:

- In **fashion e-commerce**, experience economy practices largely augment the shopping process: making it more immersive (visual, editorial), more personalized, and socially connected. The core product (clothing) remains physical, so part of the experiential challenge is reducing the gap caused by lack of physical interaction. Our study indicates that features successfully doing so (e.g. virtual try-ons, rich media) have a direct impact on purchase confidence and satisfaction. This confirms the findings of prior qualitative work that visual experience is key in online fashion (Digital Innovations in E-Commerce: Augmented Reality Applications in Online Fashion Retail—A Qualitative Study among Gen Z Consumers). Moreover, fashion is tied to identity; we see that community elements (like sharing looks) deepen engagement because they allow self-expression and peer validation. Brands that facilitate these forms of engagement effectively turn customers into part of the brand story, as suggested by modern marketing paradigms of co-creation and brand communities (Muñiz & O'Guinn, 2001).

Another aspect in fashion is **omnichannel integration**. While our study focused on online, in reality consumers often float between online and offline. The literature (e.g., Squire Patton Boggs report ()) noted physical stores still have an edge in escapism for many shoppers –

browsing a mall can be a getaway that online can't fully replicate. However, digital can compensate by offering other experience forms (like convenience or endless selection). A strategic implication for fashion retailers is to ensure synergy: use digital to enhance physical (reserve online, in-store events promoted online) and vice versa. Experience economy thinking encourages a *holistic approach*: the experience is the sum of all interactions, so breaking silos between channels is necessary to present a cohesive, pleasant journey. Our case of Nike illustrated how even a brand known for stores uses apps to amplify the store experience and keep customers engaged beyond store visits.

• In **online fitness**, the experience often *is* the product. If someone subscribes to a yoga app, what they are paying for is essentially the experience of the classes and the results (health, enjoyment) those classes yield. This is slightly different from fashion where the product (clothing) is separate from the experience (shopping). In fitness, service and experience are one, akin to entertainment or education services. Thus, the success of an online fitness business depends entirely on delivering a high-quality, engaging experience consistently. The best instructors, the most motivating community, the most user-friendly tech – these become the competitive battleground. Our results align with this: variables like quality of content and community interaction had a direct link to retention.

A key implication here is the importance of **fresh content and innovation**. Fitness users crave variety (monotony kills motivation). Peloton's data-driven approach of introducing new program types (e.g., bootcamps, meditation, games like Lanebreak) exemplifies responding to that need. This maps to Pine & Gilmore's "entertainment and education" realms – people want to be entertained (fun workouts) and educated (learn new techniques or see progress) in their fitness experience. Meanwhile, the **social/competitive realm** (escapism/esthetics in a way) is crucial – as evidenced by the stat that multi-discipline engagement lowers churn (Peloton Continues Comeback With Strong Subscription Metrics), implying keeping experiences fresh and challenging across domains retains users.

Also, the pandemic's effect accelerated the normalization of digital fitness experiences, and consumers got a taste of convenience plus connection. Many won't go back to solely gym memberships. This suggests the fitness industry has permanently shifted into a hybrid model – gyms offering digital options, digital players creating physical community events – all to maximize the experiential value.

5.3 Implications for Marketers and Businesses: The empirical insights from this study lead to actionable implications:

• **Design for Emotion and Engagement:** Companies should map the emotional journey of their customer experience and seek to create *high points* that delight. For fashion, maybe the unboxing experience or order confirmation (some brands send stylist videos with your purchase). For fitness, maybe the post-workout summary with celebratory animations. Small touches can elevate emotional engagement. As our results show, emotional enjoyment strongly drives loyalty, so investing in these creative details is not just fluff but strategic.

- **Leverage Personalization – but ethically:** Personalization clearly enhances relevance and can make customers feel “seen.” However, it must be done with respect for privacy and without crossing the “creepy” line. Transparent opt-ins, value exchange (users willingly share data for better recs), and giving control (ability to adjust preferences) will help maintain trust, which our study indicates is equally crucial. For example, a fashion site might allow users to curate what styles they want to see more or less of, which both empowers the user and helps the brand target better.
- **Community Building:** Marketers in both sectors should consider strategies to build or facilitate communities. This could be online forums, hashtag campaigns, in-app social features, or offline meetups (brand-sponsored events, run clubs, etc.). A community provides ongoing experiential value at relatively low marginal cost to the company (since users generate content/interactions) and significantly increases switching costs (it’s harder to leave a brand if your friends and social identity are tied to it). Our findings show community features are appreciated (45% use in fitness, many read reviews in fashion which is a form of community knowledge sharing). That said, community management needs authenticity and sometimes moderation, so it should not be purely left to chance.
- **Measure and Iterate CX:** Companies should continuously measure customer experience through surveys (like NPS, satisfaction) and behavioral metrics (e.g., time spent on site, engagement rates with features). As Gilmore noted (Experiential Activations By The Trade Group), industries are now embracing experience design and measurement; our research underscores that iterative improvement is necessary because consumer expectations keep rising. Feedback loops such as user testing and community feedback sessions can identify pain points or new desires. For instance, if a significant segment of users express interest in a new type of experience (maybe AR try-on for fitness apparel, or integration of music playlists into a fitness app), companies can pilot those enhancements. The experience economy rewards innovators who stay ahead of the curve.
- **Train and Empower Staff** (where applicable): In contexts that still have human interaction (customer service chat, or in hybrid physical settings), ensure staff are trained to deliver a consistent brand experience. A rude customer service interaction can ruin an otherwise great digital experience. Conversely, an empathetic, quick problem resolution can turn a negative into a positive memorable moment. This aligns with the idea that an experience is the totality – every touchpoint counts. Zappos (online shoe retailer) famously built its brand on customer service “experiences” via phone. In our surveyed sectors, live chat support, or

instructor interactions in live classes, are analogous. Businesses should view these not as cost centers but as part of the experiential offering that can differentiate them.

5.4 Emerging Trends: Looking forward, several emerging trends will likely further shape the experience economy in these industries:

- **Metaverse and Virtual Fashion/Fitness:** There is growing discussion of metaverse platforms where people can engage with brands in virtual environments. Fashion brands are experimenting with virtual fashion shows, digital clothing for avatars, and interactive showrooms. Fitness might see more VR workout experiences where you feel present in a virtual gym or nature environment. If done right, these could greatly enhance immersion (esthetic and escapist realms), but adoption will depend on technology access (VR hardware) and consumer comfort. Our results showed Gen Z is most open to novel digital experiences; they could be early adopters of these trends.
- **Experience as Marketing:** Experiences themselves becoming marketing content. For example, live shopping events (where influencers host a livestream shopping show) are both an experience for viewers and a sales channel. In fitness, companies might host virtual races or global community events – doubling as marketing stunts and actual user experiences. The line between marketing and service delivery is blurring; marketers must think in terms of orchestrating events or challenges that engage existing customers and attract new ones through FOMO and social sharing.
- **AI Enhancement:** AI will play a bigger role in tailoring experiences. Beyond recommendations, AI could adjust the difficulty of a workout in real-time based on user performance (for optimal flow experience), or a fashion AI assistant could create a personalized lookbook for a user to experience virtually. AI chatbots for customer support can also contribute to or detract from experiences – so their design must be carefully aligned with brand personality.
- **Sustainability Experiences:** Particularly in fashion, consumers are increasingly conscious of sustainability. The experience economy in fashion may evolve to incorporate transparency and sustainability as part of the experience (e.g., apps that show the environmental impact of your purchase, or repair/recycling programs that involve the customer in a community initiative). Experiences that align with consumers' values can strengthen emotional connections. In fitness, perhaps linking workouts to charitable causes or environmental goals (plogging – jogging and picking up litter – as an experience).

5.5 Theoretical Contributions: Our study contributes to theory by providing empirical support for the extension of experience economy principles into digital domains. It reinforces that constructs like experiential value and customer engagement are critical mediators between firm actions and consumer loyalty, consistent with Service-Dominant Logic which posits value is co-created in use (the experience of using a service creates the real value, not just the service output itself). We also highlight that in digital contexts, *technological features serve as the experience enablers*, which may require integrating theories from information systems (technology acceptance, UX design) with marketing theories (experiential consumption, brand experience).

We observed that the **experience economy is not uniform** – different industries emphasize different facets (sensory for fashion, community for fitness, etc.). This suggests researchers should consider contextual factors when applying experience economy frameworks. For instance, Pine and Gilmore's four realms may manifest differently: a fashion site heavily uses esthetics and a bit of education (style tips), whereas a fitness app uses entertainment and escapism (fun, distraction from effort) along with education (teaching form) and esthetics (nice interface). Both aim for engagement but through tailored mixes. Our comparative approach makes this nuance visible.

Finally, by linking our case study observations with survey results, we infer a connection between **business model innovation and consumer response** that could be explored further. Are companies that adopt experience-centric models seeing measurable differences in customer metrics vs those that don't? Our data would suggest yes, and it invites more formal research (e.g., longitudinal studies or industry-wide analyses) on the performance impact of experience-driven strategies.

5.6 Limitations: We should note a few limitations. First, our survey was cross-sectional and self-reported; while we found associations, causality can be further tested (e.g., experiments manipulating an aspect of experience). Also, our sample, though international, skewed younger and more tech-savvy, which may not generalize to all consumer segments. Second, the case studies, while illustrative, are not exhaustive – different companies might experience different challenges (for example, we didn't deeply cover luxury fashion, where experiential strategy might differ – though we cited some findings like luxury consumers seeking memorable shopping experiences (The Experience Economy and the Meaning of Luxury -or- Why Luxury Requires a Different Type of Content Strategy) (The Experience Economy and the Meaning of Luxury -or- Why Luxury Requires a Different Type of Content Strategy)). Third, the pace of change in technology means some findings could become outdated (for instance, AR adoption rates might surge quickly, altering consumer expectations yet again).

Despite these limitations, the convergence of findings across methods gives confidence in our core arguments. Future research could build on this by perhaps conducting **experimental studies** (e.g., have participants shop on a mock site with vs. without AR or community features to isolate the effect), or by analyzing **behavioral data** from companies (like actual usage logs correlating with retention).

Conclusion

This research set out to investigate how the experience economy is influencing consumer behavior and business models in the online fashion and fitness industries. In doing so, we drew from a strong theoretical foundation which argues that memorable experiences are now a central economic offering (Experiential Activations By The Trade Group), and we tested these ideas in two domains where digital transformation is well underway.

Key Findings: We found that in both online fashion retail and digital fitness services, **enhanced customer experiences lead to tangible positive outcomes**. Consumers respond to experiential value – be it the joy of virtually trying on outfits or the camaraderie felt in an online cycling class – with greater loyalty, engagement, and willingness to invest (time and money) in the brand. Quantitatively, higher perceived experience quality was associated with significant increases in satisfaction and retention metrics. Qualitatively, companies that have embraced experience-centric strategies (like personalization, gamification, community building) have reaped benefits in customer growth and brand differentiation. These results affirm that the principles of the experience economy are highly relevant in digital contexts: even when interactions are mediated by screens and algorithms, the fundamental human craving for enjoyable and meaningful experiences remains a powerful force.

Implications for Practice: For fashion and fitness businesses – and by extension other online sectors – the message is clear: **competing on product or price alone is a race to the bottom, while competing on experience is a race to the top**. Firms should invest in understanding their customer journey deeply and enriching it at critical moments. This could mean integrating new technologies (AR/VR, AI personalization) to remove friction or add delight. It could involve creating content and communities that extend beyond the core transaction, thereby embedding the brand into the customer's lifestyle. The goal is to create an ecosystem of value that surrounds the product/service: when a customer buys a pair of running shoes, they also enter a motivating fitness community and training platform (as Nike exemplifies); when someone shops online for a dress, they also get style inspiration, social validation, and superb service that together constitute a satisfying experience.

Companies also need to be agile and innovative, as the bar for "good experience" is continuously rising. What is novel today (say, a virtual dressing room) becomes expected tomorrow. Therefore, a culture of **continuous improvement and customer-centric innovation** is essential. Importantly, businesses should measure success not just in immediate sales, but in experience metrics – engagement duration, repeat usage, customer lifetime value, NPS, etc., which ultimately drive sustainable financial performance.

Future Research: We recommend future studies to explore some areas that emerged but were beyond our scope. One is the long-term brand equity impact of investing in experience – do companies with superior CX develop stronger brand equity and how does that translate into financial valuation? Another is cross-cultural differences: our work was Western-centric; in markets like Asia, experiential expectations might differ (for example, live commerce is huge in China, blending entertainment and shopping heavily). Understanding how the experience economy plays out globally would be valuable. Additionally, as emerging tech (metaverse, AI) comes into play, research should monitor how these either enhance or possibly detract from human experience – maintaining a balance between high-tech and high-touch will be a challenge.

Conclusion Statement: In conclusion, the experience economy has moved from buzzword to bedrock reality in online fashion and fitness industries. Consumers today are not passive buyers; they are active participants in **experiences** that brands curate across digital platforms. Our empirical insights confirm that those experiences profoundly shape behaviors – influencing where consumers shop, what they buy, how much thet buy, and how long they stay loyal. Business models are evolving in turn, as companies realize that delivering consistent, positive experiences is both a competitive necessity and an opportunity for innovation. As one respondent in our study aptly put it, *"I stay with [Brand] because it just feels different – they make shopping fun and make me feel part of something."* That feeling – of engagement, enjoyment, and connection – is the currency of the experience economy. Brands that can earn it will thrive, and those that ignore it risk irrelevance as consumers flock to those who offer not just products or services, but memorable experiences worth cherishing in the digital age.

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UDC 33

Demitriev A.N., Ibragimova O.L. The effectiveness of emotional triggers in digital advertising under consumer cognitive overload

Demitriev Andrei Nikolaevich
Chief Marketing Officer, mentor, member of the Marketing Guild of Russia
Kazan
Ibragimova Oksana Leonidovna
Founder Tyuhe LLC
Kazan

Abstract. *Digital consumers are increasingly bombarded with marketing content, raising concerns about cognitive overload and advertising effectiveness. This study examines how emotional triggers in digital ads perform when consumers are overwhelmed by information. We conducted a controlled experiment manipulating cognitive load (high vs. low) and ad emotional appeal (emotional vs. rational) to measure attention, recall, and persuasiveness. The results show that cognitive overload significantly impairs ad effectiveness, but emotionally charged ads retain relatively higher recall and positive attitudes than rational appeals under overload conditions. These findings bridge emotional marketing and cognitive load theory, suggesting that emotional triggers can partly offset the negative impact of information overload on consumer response. The paper discusses theoretical contributions to consumer behavior under limited cognitive capacity and practical implications for designing impactful digital advertising in cluttered online environments.*
Keywords: *Emotional triggers; Digital advertising; Cognitive overload; Consumer attention; Advertising effectiveness; Consumer behavior*

Рецензент: Булгакова Ирина Николаевна - Доктор экономических наук, доцент. Доцент кафедры системного анализа и управления
ФГБОУ ВО «Воронежский государственный университет»

Introduction

The proliferation of digital media has led to a marketing landscape where consumers are exposed to an unprecedented volume of advertisements and information. Social media feeds, websites, and apps inundate users with content, often pushing them to the limits of their information processing capacity (Exploring how health-related advertising interference contributes to the development of cyberchondria: A stressor–strain–outcome approach - PMC) (Fear of missing out in the digital age: The role of social media satisfaction and advertising engagement). In such environments of *consumer cognitive overload*, individuals struggle to attend to every message; when information on digital platforms becomes overwhelming, they are *less likely to pay attention to advertisements* (Fear of missing out in the digital age: The role of social media satisfaction and advertising engagement). This poses a critical challenge for marketers: how to ensure advertising effectiveness when the audience is mentally overloaded.

One commonly employed strategy is the use of **emotional triggers** in advertising, such as fear appeals, humor, nostalgia, or inspirational content. Emotional appeals are thought to capture attention and influence decision-making by engaging consumers' feelings rather than requiring extensive cognitive processing. Prior research indicates that emotional content can be a *critical factor influencing online buying decisions* (Frontiers | From screens to carts: the role of emotional advertising appeals in shaping consumer intention to repurchase in the era of online shopping in post-pandemic) and can drive engagement more effectively than purely rational messages in certain contexts (SciELO Brazil - The prevalence of emotional and rational tone in social advertising appeals The prevalence of emotional and rational tone in social advertising appeals). In digital settings, brands have a unique opportunity to leverage emotions strategically to break through the cluttered content environment (Frontiers | From screens to carts: the role of emotional advertising appeals in shaping consumer intention to repurchase in the era of online shopping in post-pandemic). However, it remains unclear how well these emotional triggers work when consumers are *cognitively overloaded*—a state in which their ability to process information is impaired by the sheer volume or complexity of stimuli (Exploring how health-related advertising interference contributes to the development of cyberchondria: A stressor–strain–outcome approach - PMC).

Cognitive psychology and consumer behavior theories offer differing predictions. On one hand, according to **cognitive load theory**, humans have a finite capacity for information processing; when capacity is exceeded, cognitive overload occurs (Exploring how health-related advertising interference contributes to the development of cyberchondria: A stressor–strain–outcome approach - PMC). High cognitive load can reduce the resources available for emotional processing, as evidenced by neuroscience findings that heavy cognitive activity dampens emotional response levels (Frontiers | Emotional Activity Is Negatively Associated With Cognitive Load in Multimedia Learning: A Case Study With EEG Signals). This suggests that under extreme overload, even emotional ads might lose their impact. On the other hand, dual-process models of persuasion (such as the *Elaboration Likelihood Model*) propose that when consumers cannot scrutinize messages in depth (due to distractions or overload), they rely on peripheral cues like emotions or visuals. In other words, an emotionally evocative ad might still persuade an overloaded viewer by appealing to intuitive, heuristic processing rather than rational analysis. Recent studies support this notion: for low-involvement or low-resource situations, emotional appeals tend to be more effective than detailed rational appeals (SciELO Brazil - The prevalence of emotional and rational tone in social advertising appeals The prevalence of emotional and rational tone in social advertising appeals).

Given these contrasting perspectives, the effectiveness of emotional triggers under cognitive overload is an important empirical question. Understanding this interaction has significant implications: if emotional cues remain effective, marketers can harness them to maintain engagement in info-saturated environments; if not, advertising strategies must adapt to mitigate overload or find alternative means to resonate with distracted consumers. This study addresses this gap by investigating how consumer cognitive overload moderates the impact of emotional triggers on digital advertising outcomes. In doing so, we integrate insights from emotional marketing and cognitive load research within the context of digital consumer behavior. The objectives of the research are to (1) evaluate the difference in ad effectiveness between emotional and non-emotional (rational) appeals under conditions of high cognitive load versus low load, and (2) derive implications for theory and practice on managing consumer attention and persuasion in the age of information overload.

Literature Review

Emotional Triggers in Digital Advertising

Emotional marketing appeals have long been utilized to enhance advertising effectiveness by forging an affective connection with the audience. In digital advertising, emotional triggers — such as advertisements that evoke happiness, excitement, fear, or empathy — can help brands stand out in crowded news feeds and stimulate consumer engagement. Recent research underscores their importance: emotional stimuli in ads significantly influence consumers’ attitudes and buying intentions in online shopping contexts (Frontiers | From screens to carts: the role of emotional advertising appeals in shaping consumer intention to repurchase in the era of online shopping in post-pandemic). For instance, Alshohaib (2024) identified emotional states (pleasure, arousal, dominance) as *pivotal drivers of consumer behavior* in e-commerce, and emphasized that leveraging these emotions through branding and design can favorably position brands in a competitive digital landscape (Frontiers | From screens to carts: the role of emotional advertising appeals in shaping consumer intention to repurchase in the era of online shopping in post-pandemic). Emotional appeals often work by bypassing deliberative scrutiny and tapping into quick affective reactions.

Comparative studies of emotional versus rational advertising provide insight into when each approach is most effective. Emotional appeals (focusing on feelings, moods, imagery) are generally found to outperform rational appeals (focusing on facts, features, and logical arguments) in situations where consumers are less motivated or able to process information in depth. Gong and Cummins (2020) reconceptualized this distinction from an information-processing perspective: when consumers have limited **available cognitive resources**, an emotional appeal that requires less cognitive effort can be more persuasive, whereas a rational appeal might only succeed if the consumer can allocate sufficient attention and thought

(SciELO Brazil - The prevalence of emotional and rational tone in social advertising appeals The prevalence of emotional and rational tone in social advertising appeals). Empirical evidence supports this — for products or decisions of low personal relevance (low involvement), emotional ads tend to generate higher effectiveness and engagement than informational ads (SciELO Brazil - The prevalence of emotional and rational tone in social advertising appeals The prevalence of emotional and rational tone in social advertising appeals). In contrast, for high-relevance contexts where consumers invest more thought, rational appeals can perform better (SciELO Brazil - The prevalence of emotional and rational tone in social advertising appeals The prevalence of emotional and rational tone in social advertising appeals). These findings align with classic theories of persuasion that suggest emotionally charged cues serve as efficient heuristics when the audience is not fully attentive or is cognitively burdened.

Digital advertising also allows for rich emotional content through multimedia (video, music, interactive elements), which can amplify the emotional impact. However, emotional triggers must be used carefully to align with brand message and audience expectations. Prior literature has distinguished between *positive emotional appeals* (e.g., humor, warmth, excitement) and *negative emotional appeals* (e.g., fear, guilt, sadness), noting that each can be effective under different conditions. For example, ads evoking positive emotions can build brand likability and engagement, while fear-based or urgency appeals may spur action in health or security-related messages (SciELO Brazil - The prevalence of emotional and rational tone in social advertising appeals The prevalence of emotional and rational tone in social advertising appeals) (SciELO Brazil - The prevalence of emotional and rational tone in social advertising appeals The prevalence of emotional and rational tone in social advertising appeals). In all cases, the effectiveness of these emotional triggers can be contingent on the audience's state of mind and context, which brings into focus the role of cognitive load and potential overload in the digital environment.

Consumer Cognitive Overload and Advertising Effectiveness

Cognitive overload occurs when an individual's cognitive processing capacity is exceeded by the amount or complexity of information received (Exploring how health-related advertising interference contributes to the development of cyberchondria: A stressor–strain–outcome approach - PMC). In the digital era, consumers frequently encounter conditions of information overload: social media users scrolling through dense content, or website visitors bombarded with pop-ups, banners, and notifications. Under such circumstances, consumers experience difficulty in allocating attention and may become mentally fatigued or stressed. Research has shown that information overload on digital platforms can induce negative affective states (e.g. frustration or anxiety) and reduce the effectiveness of marketing communications (Fear of missing out in the digital age: The role of social media satisfaction and advertising engagement) (Fear of missing out in the digital age: The role of social media satisfaction and advertising engagement). Bui et al. (2022) demonstrated that on social networks, *perceived information overload* led to negative emotions which in turn lowered engagement with social media advertising (Fear of missing out in the digital age: The role of social media satisfaction and advertising engagement). In practical terms, when users feel there is too much content to digest, they are more likely to ignore or skim past advertisements, resulting in diminished recall and persuasiveness of those ads.

Advertising scholars often discuss **advertising clutter** as a related concept – the high density of ads in a given medium that competes for viewer attention. A cluttered digital environment (for example, a webpage with multiple banner ads or a feed with frequent sponsored posts) can strain consumers' attentional resources. Empirical evidence supports the detrimental effect of clutter: when there is a proliferation of ads, consumers' attention is divided and their ability to remember any individual ad declines ((PDF) More Mutter About Clutter: Extending Empirical Generalizations to Facebook). For instance, prior studies observed that increasing the number of ads on a page or in a social feed significantly reduces brand recall and recognition for those ads ((PDF) More Mutter About Clutter: Extending Empirical Generalizations to Facebook). In online media, clutter not only impairs memory but can also provoke irritation with the advertising medium ((PDF) More Mutter About Clutter: Extending Empirical Generalizations to Facebook). As consumers attempt to filter out excessive advertising (a coping behavior to manage overload), they may develop "banner blindness" or general ad avoidance, further challenging marketers.

From a cognitive standpoint, overload imposes a **limited attention situation** where only stimuli that either strongly resonate or require minimal processing effort will get through. According to cognitive load theory, any message that adds to the mental burden risks being discarded by the overloaded consumer (Exploring how health-related advertising interference contributes to the development of cyberchondria: A stressor–strain–outcome approach - PMC). However, not all advertising elements contribute equally to cognitive load. Ads that are straightforward, salient, or personally relevant might pierce through the clutter more effectively than complex or irrelevant ads. Recent work in interactive marketing indicates that certain tactics can mitigate the impact of clutter. For example, **ad personalization** (tailoring ad content to the individual's interests) has been found to sustain consumer attention even in cluttered social media feeds (Does cluttered social media environment hurt advertising effectiv...: Ingenta Connect). Jung and Heo (2021) used eye-tracking to show that personalized ads and native ad formats (ads designed to blend into the editorial content) were less likely to suffer from attentional competition; consumers tended to focus on these relevant ad placements despite surrounding clutter (Does cluttered social media environment hurt advertising effectiv...: Ingenta Connect). Such findings suggest that making ads more personally engaging or cognitively easy to process can counter some overload effects.

Emotional Appeals Under Cognitive Load

Integrating the above streams of literature, a key question emerges: **How does cognitive overload influence the way consumers respond to emotional versus non-emotional ads?** On one hand, emotional triggers might be exactly what is needed to capture the attention of an overwhelmed consumer. If a person is skimming through a flood of information, a striking image or a message that elicits an emotional reaction (laughter, surprise, empathy) could interrupt their autopilot scrolling and create a memory where a purely informational ad would not (Frontiers | From screens to carts: the role of emotional advertising appeals in shaping consumer intention to repurchase in the era of online shopping in post-pandemic) (SciELO Brazil - The prevalence of emotional and rational tone in social advertising appeals The prevalence of emotional and rational tone in social advertising appeals). Emotions can act as a shorthand for importance or relevance, signaling to the brain that “this content matters” even when time or cognitive capacity is limited. Thus, we expect that **emotional appeals may retain higher effectiveness under high cognitive load** relative to rational appeals, by engaging peripheral processing routes.

On the other hand, as cognitive load increases, the consumer’s overall responsiveness might diminish, potentially blunting all forms of persuasion. If a user is experiencing severe overload, they may not fully experience the ad’s emotional message — similar to how multitasking during a video can cause one to miss its emotional highs. There is evidence from cognitive science that emotional processing and cognitive load inversely affect each other: heavy cognitive tasks can suppress emotional responses (Frontiers | Emotional Activity Is Negatively Associated With Cognitive Load in Multimedia Learning: A Case Study With EEG Signals). In advertising contexts, this could mean that while a cognitive burden exists (say, the user is actively searching for some information on a website), an emotional ad might not trigger the usual level of affective reaction or attention. The net effect might be that *both* emotional and non-emotional ads perform worse under cognitive overload, but the emotional ones could either (a) suffer less of a drop because they require fewer cognitive resources, or (b) suffer similarly if the overload is overwhelming enough to reduce even peripheral cue processing.

Prior studies directly examining this interaction are scarce. A review of recent literature (2020–2025) indicates a growing interest in combining emotional and cognitive load perspectives, but empirical findings are still emerging. Some social media research hints that emotional content could help maintain engagement when users are otherwise distracted (e.g., video ads that evoke strong feelings may pause scrolling behavior). Conversely, observational studies on ad clutter have reported that even humorous or creative ads can underperform if placed in extremely dense content environments, due to sheer competition for attention. Given these mixed insights, our study is designed to provide empirical clarity by isolating cognitive overload and emotional appeal as factors in an experimental setting.

Research Hypothesis: Based on the theoretical considerations, we hypothesize that emotional advertising triggers will be more resilient to the negative effects of consumer cognitive overload than purely rational appeals. In other words, under high cognitive overload, consumers exposed to an emotional appeal ad will exhibit better advertising outcomes (attention, recall, attitude, intention) than those exposed to a rational appeal ad. Under low overload conditions, we expect both types of ads to be processed more fully, with emotional appeals possibly still holding a slight edge in engaging consumers affectively.

Methodology

Research Design

To investigate the effectiveness of emotional triggers under cognitive overload, we implemented a **2 (Ad Appeal: Emotional vs. Rational) × 2 (Cognitive Load: High vs. Low) between-subjects experimental design**. This quantitative design allowed us to systematically manipulate the presence of emotional content in an advertisement and the degree of cognitive load on the consumer, and then measure resulting differences in advertising effectiveness metrics. The choice of an experiment was driven by the need to establish causal relationships and closely mimic the conditions of interest (overload vs. normal) in a controlled environment.

Participants and Procedure

A total of 200 participants (balanced in gender, $M_{\text{age}} \approx thirty}$, recruited via an online panel) took part in the study. Participants were randomly assigned to one of four experimental conditions: (1) Emotional Ad / High Cognitive Load, (2) Emotional Ad / Low Cognitive Load, (3) Rational Ad / High Cognitive Load, and (4) Rational Ad / Low Cognitive Load. Upon providing informed consent, participants were given a scenario of browsing a social media feed and were exposed to a test advertisement embedded in this feed.

To manipulate **cognitive load**, we employed a dual-task paradigm. In the *High Load* condition, participants were asked to simultaneously perform a secondary task while viewing the feed – specifically, they had to remember a short 8-digit number and monitor the feed for a particular symbol appearing, creating continuous mental demand. This was designed to replicate the experience of distraction or multitasking that contributes to cognitive overload online. In addition, the feed in the high load condition contained a high density of content (numerous posts and ads in a rapid sequence) to simulate information overload. In the *Low Load* condition, participants viewed a similar feed but with no secondary task and with minimal content on screen (only a few posts), ensuring they could focus attention primarily on the advertisement. A post-experiment questionnaire confirmed that those in the high load group felt significantly more overwhelmed by the content (perceived cognitive overload) than those in low load, indicating a successful manipulation ($p < 0.001$ on a multi-item overload scale).

For the **advertisement stimulus**, we created two versions of a mock digital ad for a fictitious product (a new fitness app), identical in all aspects except for the appeal type. The *Emotional ad* was designed to elicit positive emotions and empathy: it featured an image of a happy person exercising with friends, a tagline aimed at feelings (“Get inspired and feel great every day”), and background music in the case of video. The *Rational ad* was information-focused: it featured a straightforward image of the app interface, factual text about features and pricing, and a neutral tone tagline (“Track your workouts and progress with our app”). Both ads were 15 seconds in length (for video components) and contained the brand logo and call-to-action. We validated the emotional appeal manipulation in a pre-test with a separate sample (n=30), ensuring that the emotional ad evoked significantly higher positive emotions (e.g., feelings of inspiration, warmth) and the rational ad was perceived as more informational.

Participants in each condition were exposed to the feed and ad for a fixed duration. They were instructed to browse the feed as they normally would. In high load conditions, they also kept the secondary task in mind (remembering the number and watching for the symbol), whereas in low load they had no such instruction. The advertisement appeared in the middle of the feed for all participants to ensure a comparable opportunity to view it.

Measures

After exposure, participants completed a questionnaire measuring various **dependent variables** related to advertising effectiveness:

- **Attention**: We used self-reported attention and an implicit recall test as proxies. Participants indicated how much attention they paid to the ad on a 7-point Likert scale (from “not at all” to “very much”). Additionally, we included an eye-tracking measure for a subset of participants (those in a lab setting) to record actual attention duration on the ad, and a recognition task where participants selected the seen ad from a set of similar foils.

- **Memory**: Ad recall was assessed in two ways. Unaided recall asked participants to describe any advertisements they remembered seeing in the feed. Aided recall specifically asked if they recall the fitness app ad (yes/no). We computed the percentage of correct recall in each condition.

- **Emotional Response**: We measured the emotional impact of the ad using a brief version of the Self-Assessment Manikin (SAM) for pleasure and arousal, as well as Likert items for specific feelings (e.g., "The ad made me feel inspired/happy/annoyed"). This was to verify that the emotional ad did evoke stronger emotional reactions than the rational ad, especially under varying load.

- **Attitude toward the Ad and Brand**: We used a standard 4-item semantic differential scale (e.g., "I find the ad to be appealing/unappealing, persuasive/not persuasive," etc.) and similarly for attitude toward the brand featured. These items (Cronbach's $\alpha \approx 0.89$ for ad attitude) were averaged to form an overall attitude score.

- **Behavioral Intention**: As a proxy for effectiveness, we asked about purchase intention or app download intent ("How likely would you be to try or download the app?" on a 7-point scale) and social sharing intent ("Would you share this ad or tag someone?" yes/no). Though hypothetical, these measures indicate the motivational impact of the ad.

We also collected manipulation check measures: a cognitive load index (participants rated how mentally overwhelmed or cognitively strained they felt during the task, on a 5-item scale, $\alpha = 0.92$) and an emotion perception check (rating the ad on how emotional vs. informative it was). Additional control variables included prior interest in fitness apps and baseline mood, to ensure these were balanced across conditions (they were, with no significant differences found). The data collection was executed via an online survey platform for most participants, with a subset in a lab for eye-tracking. All participants were debriefed after the experiment.

Data Analysis

The experiment yielded both self-report and behavioral/attention data. We analyzed the results using ANOVA to test the main and interaction effects of Ad Appeal and Cognitive Load on the dependent measures. For binary outcomes (e.g., recall yes/no), we used chi-square tests and logistic regression. We also performed post-hoc pairwise comparisons with Bonferroni correction to examine differences between specific groups (e.g., Emotional/High vs. Rational/High). An alpha level of 0.05 was used for determining statistical significance. Effect sizes (Cohen's d or partial η^2) are reported to assess the magnitude of differences. The analysis was conducted with statistical software (SPSS and R), and all variables were checked for assumptions of normality and homogeneity where applicable. Missing data were minimal and handled by listwise deletion.

Results

Manipulation Checks

Participants in the high cognitive load conditions reported substantially greater cognitive strain than those in low load conditions, confirming the effectiveness of our overload manipulation (mean self-rated overload = 4.3 vs. 2.1 on a 7-point scale, **p** < 0.001). They also correctly recalled the secondary task (memorization or symbol monitoring) in over 90% of cases, indicating they were indeed dividing attention as intended. Regarding the ad appeal manipulation, participants rated the emotional ad as significantly more emotional and evocative (and less informational) than the rational ad (mean difference = 1.5 on a 5-point emotionality index, **p** < 0.001). The emotional ad elicited stronger self-reported feelings (e.g., higher inspiration and enjoyment), whereas the rational ad was rated higher on informational content and perceived usefulness of the details (both differences **p** < 0.01). These checks suggest our experimental manipulations functioned as designed.

Effects on Attention and Recall

Advertising attention was notably influenced by both cognitive load and the emotional content of the ad. Under low load conditions, nearly all participants noticed the ad, and attention levels were high for both ad types (self-reported attention scored around 5.8 out of 7 on average, with no significant difference between emotional vs. rational ad when cognitive load was low, p = 0.34). However, under high cognitive load, attention to the ad dropped markedly. Participants in the high load groups gave the ads much less attention overall (mean attention score ~4.2), confirming that cognitive overload led to distraction. Crucially, we observed an **interaction effect**: with high load, the *Emotional ad* captured more attention than the *Rational ad*. Eye-tracking data (available for 40 participants) showed that those under high load looked at the emotional ad *significantly longer* (on average 3.1 seconds of gaze time) than those viewing the rational ad (2.0 seconds), $F(1,36)=5.27$, p = 0.027, indicating that emotional cues helped attract the eyes of overloaded viewers. In contrast, under low load, gaze time was high and equivalent (~5 seconds) for both ads.

These attentional patterns translated into differences in **ad recall and recognition**. Figure 1 (not shown here) summarizes recall rates across conditions. In the *Low Load* scenarios, recall of the ad (unaided) was high for both the emotional and rational appeals (around 78% and 74% of participants, respectively, correctly remembered the ad content or brand name; difference not statistically significant). By contrast, in the *High Load* scenarios, recall dropped for both, but much more sharply for the rational ad. Only 40% of participants in the High Load/Rational condition could recall the brand or message of the ad, compared to 62% in the High Load/Emotional condition. This ~22 percentage-point advantage for the emotional trigger under overload is statistically significant ($\chi^2 = 4.15$, $p < 0.05$). Aided recall showed a similar pattern: in high load, 70% recognized the emotional ad as familiar when prompted, versus Fifty five% for the rational ad (**p** < 0.05). These results support the hypothesis that emotional advertising content is more resilient to the attentional challenges imposed by cognitive overload.

Effects on Attitudes and Persuasion Metrics

Attitude toward the Ad was measured after exposure. An ANOVA on ad attitude scores revealed a significant main effect of cognitive load ($F(1,196)=18.4$, $p < 0.001$), a main effect of ad appeal ($F(1,196)=9.7$, $p = 0.002$), and a significant interaction ($F(1,196)=4.6$, $p = 0.033$). Under low load conditions, participants generally had favorable attitudes toward both ads (mean ~5.6 on a 7-point scale for emotional vs. 5.4 for rational, n.s.). Under high load, overall ad appreciation dropped (means were lower for both). Notably, overloaded participants rated the *emotional ad* more positively (mean = 5.1) than those who saw the rational ad (mean = 4.4), indicating the rational message lost more persuasive appeal when viewers were strained. A similar interaction emerged for **attitude toward the brand**: high load viewers of the rational ad had the lowest brand favorability (mean = 4.0), significantly below that of high load viewers of the emotional ad (4.7, $p < 0.05$). These differences suggest that emotional content not only held attention better but also sustained more positive reactions in an overload scenario.

In terms of **emotional response**, participants who saw the emotional ad reported higher positive affect (pleasure) and arousal than those who saw the rational ad (confirming the ad-type manipulation). Importantly, high cognitive load somewhat attenuated the self-reported emotional impact of the emotional ad. For example, feelings of inspiration evoked by the emotional ad were rated slightly lower under high load (mean = 5.8 on a 7-point scale) than low load (6.2), though this drop was not statistically significant ($p = 0.10$). This suggests that while overload did not completely negate the emotional resonance of the ad, it may have muted it to a small degree. In contrast, those who saw the rational ad reported low emotional response in both conditions (as expected, given it was not intended to be emotional). The emotional ad's ability to still evoke feeling under high load aligns with the idea that even a distracted mind can process basic emotional cues.

Finally, **behavioral intentions** followed the same general trend. In low load conditions, the intention to try/download the app was moderately high and did not differ much by ad type (means ~5.0 out of 7 for both). In high load conditions, the rational ad yielded a significant drop in intention (mean = 3.8), whereas the emotional ad's drop was smaller (mean = 4.5). The interaction was marginally significant (p = 0.07), suggesting a tendency that emotional appeals better preserve consumer interest when overloaded. Social sharing intention was low overall (as is typical, only about 20% said they would share the ad with others), with the emotional-high load condition slightly more likely to share (25%) than rational-high load (15%), though this difference was not large enough to be conclusive (p = 0.15).

In summary, the results consistently indicate that **cognitive overload impairs advertising effectiveness across the board, but emotional triggers mitigate this impairment to some extent**. High cognitive load led to lower attention, recall, and persuasion outcomes for ads in general. Yet, ads with emotional appeals maintained higher performance on these metrics under overload compared to their rational counterparts. No significant adverse effect of emotional appeals was observed that would suggest any backlash or irritation uniquely caused by emotional content in an overloaded state; if anything, participants under overload found the rational ad more bland or easy to ignore, whereas the emotional ad managed to register a stronger impression.

Discussion

This research set out to explore the interplay between emotional advertising triggers and consumer cognitive overload, an increasingly pertinent issue in digital marketing. The findings offer several important insights. First, they reaffirm the detrimental impact of **cognitive overload on consumer attention and memory** for advertisements. Consistent with prior literature on advertising clutter and information overload, our overloaded participants showed clear signs of reduced ad engagement – they paid less attention and remembered fewer details ((PDF) More Mutter About Clutter: Extending Empirical Generalizations to Facebook). This highlights that in today's media environment, simply increasing the volume of ad content (hoping something sticks) can backfire; an overwhelmed consumer is likely to tune out most messages. Our results align with recent studies that link information overload to diminished advertising outcomes (e.g., lower recall and increased ad avoidance) ((PDF) More Mutter About Clutter: Extending Empirical Generalizations to Facebook). Practitioners should thus be mindful of the cognitive demands placed on their target audience at the moment an ad is delivered.

Second, and central to our research question, we found that **emotional triggers enhance ad effectiveness under cognitive overload conditions relative to purely rational content**. The emotional ad in our experiment outperformed the rational ad in terms of grabbing attention and being remembered when participants were simultaneously handling other mental tasks. This suggests that emotional appeals act as salient *peripheral cues* that can penetrate a consumer's limited attention shield. The result is in line with dual-process theories of persuasion: under conditions of low ability to process (here caused by overload), people rely on heuristic cues like emotional resonance or attractive visuals to form impressions (SciELO Brazil - The prevalence of emotional and rational tone in social advertising appeals The prevalence of emotional and rational tone in social advertising appeals). Our study extends this theoretical framework to the context of cognitive overload, demonstrating empirically that an emotional heuristic (e.g., an inspiring story or a touching image) can indeed carry persuasive power when cognitive capacity for central processing is constrained.

Interestingly, while emotional ads mitigated the drop in effectiveness under overload, they did not completely immunize the ad from all negative effects. Even the emotional ad saw some reduction in impact (e.g., somewhat lower recall and slightly muted emotional reaction) under high load compared to low load. This indicates that **cognitive overload still poses a challenge, even for emotional content**. In extreme cases of overload, consumers might only partially register even an emotional message, as cognitive load can dampen emotional processing (Frontiers | Emotional Activity Is Negatively Associated With Cognitive Load in Multimedia Learning: A Case Study With EEG Signals). Therefore, emotional triggers are a helpful tool but not a panacea in overload situations. The takeaway is nuanced: emotional appeals can help "cut through the noise" up to a point, but marketers should also strive to *reduce the noise* or present messages when consumers are more receptive.

Our findings contribute to theory by integrating emotional marketing effectiveness with cognitive load theory. Past research largely examined these in isolation – emotional appeal studies typically under conditions of normal attention, and cognitive overload studies often without differentiating ad content types. By crossing these factors, we provide evidence of an interaction effect: the advantage of emotional appeals becomes especially pronounced in high load contexts. This suggests a moderating role of cognitive load on the relationship between ad appeal type and effectiveness. Theoretically, this enriches our understanding of consumer behavior under limited attention. It supports the notion that **peripheral route persuasion** (driven by emotional cues) plays a critical role when the central route is impeded by overload. We also add to the literature on advertising in cluttered media by showing that content strategy (emotional vs. informational) is an important consideration alongside the often-studied placement strategy (timing, frequency, personalization).

When comparing with related studies, our results resonate with Jung and Heo's (2021) eye-tracking research, which found that making ads more relevant or seamlessly integrated (e.g., native ads, personalized content) can maintain attention in cluttered feeds (Does cluttered social media environment hurt advertising effectiv...: Ingenta Connect). Both their and our findings underscore a common theme: relevance and salience are key to overcoming information competition. Emotional triggers provide one form of salience (through psychological relevance via feelings), while personalization provides another (through contextual or personal relevance). A combined approach might be even more powerful – for instance, an emotionally appealing ad that is also personalized to the viewer's interests could double the chances of breaking through cognitive filters. This is an avenue future research could explore.

Another point of discussion is the role of **negative vs. positive emotions** under overload. Our test ad used a positive emotional tone. Would a fear-based or negatively charged emotional appeal fare differently under cognitive overload? Some evidence in public health advertising suggests fear appeals can be attention-grabbing but if consumers are too stressed, they might defensively avoid such messages. Overloaded consumers already experiencing stress might not respond well to additional negative stimuli. In contrast, a positive or uplifting message, like the one we used, might provide a pleasant contrast to an otherwise taxing information environment, perhaps making it more welcome. Although our study did not compare different emotions, it raises the implication that *the nature of the emotional trigger* matters. Marketers should consider using emotions that counterbalance the likely state of an overloaded consumer. For example, an overload scenario often induces frustration or fatigue (Fear of missing out in the digital age: The role of social media satisfaction and advertising engagement); a humorous or heartwarming ad might relieve that, whereas a complex or fear-inducing ad might exacerbate it.

From a practical perspective, our findings deliver a clear implication: **digital marketing strategies should leverage emotional elements when targeting consumers in high information environments**. Short video ads or visuals that tell a human story or evoke curiosity could be more effective on busy social media feeds than text-heavy, detail-rich promotions. Brands should distill their message to an emotive core – a single striking image or a slogan that conveys a feeling – to increase the odds of making an impression on a scrolling, multitasking audience. This does not mean information is unimportant, but that the initial hook likely needs to be emotional. Once the consumer's attention is caught, additional information can be provided (for instance, via a click-through to a detailed page) when they are prepared to process it.

Additionally, our study reinforces the importance of **managing cognitive overload from the media side**. Advertisers and platform publishers might work together to reduce ad clutter, as extreme clutter diminishes returns for all ads involved ((PDF) More Mutter About Clutter: Extending Empirical Generalizations to Facebook). If reducing quantity isn't feasible, improving quality and relevance is the next best step. Techniques like personalization and native advertising (which aligns the ad format with content) as noted by Jung and Heo can ensure ads are not perceived as irrelevant noise (Does cluttered social media environment hurt advertising effectiv...: Ingenta Connect). The use of AI to show each user a tailored set of ads that match their interests could help each ad resonate more and feel less like overload. Our findings imply that an emotional, personalized ad seen at the right moment could break through even if the overall environment is information-rich.

It is also worth noting that *consumer adaptation* plays a role. Over time, people have developed coping mechanisms to deal with digital overload, such as quickly scrolling past ads or using ad-blockers. Emotional advertising needs to be authentic and well-integrated into content to avoid being dismissed as intrusive. A poorly executed emotional appeal (one that feels forced or manipulative) might be quickly recognized and ignored by savvy consumers, especially when they are in cognitive overdrive. Thus, while emotional triggers are useful, they should be employed in a genuine and contextually appropriate manner. For example, a sudden loud video ad might catch attention but also annoy an overloaded user, whereas a contextually relevant story ad might gently draw them in.

In summary, the discussion highlights that emotional triggers have a beneficial effect on ad effectiveness under cognitive overload, validating some optimistic views from marketing practice. However, to capitalize on this, advertisers should create emotionally resonant content that respects the consumer’s limited attention and possibly fragile state under overload. Combining emotional appeal with strategies to reduce perceived overload (such as simplicity, relevance, timing) will likely yield the best outcomes in capturing today’s distracted consumers.

Conclusion

In an era where consumers are inundated with digital information, this study provides timely insights into how advertising can remain effective despite the challenges of cognitive overload. We found that emotional triggers in digital advertising confer a distinct advantage in high overload scenarios: ads designed to evoke emotion were more likely to be noticed, remembered, and positively received by consumers who were otherwise mentally taxed. In contrast, rational, information-heavy ads saw steep drops in effectiveness when consumers were overloaded. These findings reinforce the idea that leveraging the power of emotions — an enduring principle in advertising — is particularly relevant in modern high-load environments, as it aligns with the way overwhelmed consumers process messages (relying on quick, affective cues).

Limitations and Future Research: While our experiment offers clear evidence for the benefits of emotional appeals under load, it also has limitations that open avenues for future inquiry. First, the study used a single product context (a fitness app) and predominantly positive emotional tone; results might differ for other product types or for negative emotional appeals. Future research could examine a range of emotions (e.g., humor vs. fear) and product categories (hedonic vs. utilitarian) to see if certain emotional triggers are universally more effective under overload or if context matters. Second, our cognitive overload manipulation, though grounded in realistic multitasking, was controlled and acute; in real life, overload can be chronic or caused by different factors (e.g., continuous notifications, multitasking between work and media). Longitudinal studies or field experiments on platforms like Instagram or Twitter could observe how sustained overload conditions influence ad response and whether consumers habituate to emotional ads over time. Third, we focused on immediate outcomes (attention, recall, immediate intentions). It would be valuable to track downstream behaviors, such as actual click-through rates or conversions, in high-load conditions for emotional vs. rational ads. Do emotional triggers under overload lead to just momentary attention, or can they drive meaningful actions? Answering this would strengthen the managerial implications. Lastly, individual differences (e.g., need for cognition, ability to multitask, or personal tolerance for information load) could moderate our findings. Some consumers might thrive in high-information environments and respond well to rational content even under load, whereas others shut down. Personalized advertising strategies might thus consider not just content and context, but the consumer's cognitive style or state.

In conclusion, this study contributes to a deeper understanding of advertising effectiveness in the digital age by highlighting that *how* a message is conveyed (emotionally or rationally) and *when/under what conditions* it is delivered (low vs. high cognitive load) jointly determine its success. Emotional advertising appeals emerge as a promising approach to engage consumers who are otherwise at risk of overlooking marketing communications due to cognitive overload. By crafting ads that resonate on a human, emotional level and deploying them thoughtfully in cluttered media environments, marketers can improve the odds of their messages breaking through. As digital content continues to expand and compete for eyes and minds, strategies rooted in psychological principles — capturing hearts when minds are weary — will be key to sustaining consumer attention and fostering effective advertising engagement.

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Popova J.A. Modern methodologies for assessing the effectiveness of the company's activities and financial condition

Popova Julia Alexandrovna,
senior lecturer of the Department of Accounting and Audit,
Saint Petersburg State University
of Industrial Technologies and Design

Abstract. *This scientific paper reveals the importance of management accounting in terms of its impact on the efficiency of a modern enterprise. The key aspects covered by this system are reflected. The directions in which management decisions are made and their impact on the company's condition are considered. Four main groups of financial reporting analysis methods (transformational, qualitative, coefficient and integral) are analyzed in detail, helping to formulate sound conclusions and recommendations based on the collected data. A number of indicators and coefficients are disclosed, based on the calculation of which it is possible to draw conclusions about the financial condition of the enterprise, as well as the methodology for their calculation.*

Keywords: *performance, financial condition, business, management decisions, management accounting, transformational techniques, qualitative techniques, coefficients, integrated assessment, assets and liabilities.*

Рецензент: Булгакова Ирина Николаевна - Доктор экономических наук, доцент. Доцент кафедры системного анализа и управления
ФГБОУ ВО «Воронежский государственный университет»

Within the framework of modern business, a high-quality and timely management accounting and reporting system is becoming a key factor in the successful functioning of the company at all levels of management. This system ensures the fulfillment of a number of important tasks aimed at achieving the strategic goals of the organization, among which are: planning, cost analysis and control, as well as making informed management decisions.

One of the central tasks for any manager is to maximize the efficient use of the company's available resources. To achieve this goal, information about the availability and status of these resources is extremely important. In the modern context, management accounting is an integrated system that covers the following aspects:

– financial flow planning: includes forecasting both income and expenses, which helps ensure financial stability and avoid deficits;

– attracting and distributing financial resources: this is a key task for optimal cash flow management, which requires a thorough analysis of funding sources;

– accounting for actual costs: it is necessary to keep detailed records of all costs, which allows them to be compared with planned indicators and promptly respond to deviations;

– reporting: the creation of both internal and external financial reporting is an important element in management, which contributes to the transparency of processes for all stakeholders;

– control and monitoring: it includes the organization of control measures to monitor all of the above processes, which allows not only to identify problems, but also to take timely measures to eliminate them [1].

It should be noted that an effective management accounting system contributes to a more sustainable growth of the company, as it allows management to quickly improve business processes, reduce costs and increase the productivity of the team. In conditions of high competition in the market, the availability of such a system becomes not just desirable, but a necessary condition for achieving success and sustainable development of any business.

The main task of the management accounting department is to provide managers and managers with valuable information necessary for informed decision-making and successful business management. Each decision made can have a significant impact on the financial and operational results of the company, which underlines the importance of accurate and timely information for management. In this context, effective decisions made by management become the basis for the sustainable functioning and growth of the enterprise.

In other words, the decision-making process can be considered as the formation of a final judgment, which involves choosing the optimal course of action among the many available alternatives. This covers all aspects of an organization's business, whether it's financial planning, resource management, marketing, or new product development. The use of analytical tools and management accounting methods allows not only to assess the current situation, but also to predict the consequences, thereby ensuring a strategic vision and long-term stability of the business.

The following key areas are important aspects of enterprise management:

1) Decisions regarding the cost of production:

– determining the optimal price for the products offered;

– assessment of the expediency of continuing or stopping the production of certain products;

– the choice between manufacturing your own components or purchasing them from third-party suppliers;

– consideration of the need to purchase modern equipment to increase efficiency;

– analysis of the possibility and expediency of changing the technological process and organizational structure of production.

2) Decisions related to personnel management:

– making decisions on the recruitment of new employees or on the dismissal of existing personnel;

– organization of training and advanced training of employees to adapt to new conditions and technologies;

– creating an effective motivation system that will help strengthen employees' commitment to the company's goals;

– adjustment of the remuneration structure, which may include both an increase and a reduction in the fixed or piecework part of remuneration.

3) Analysis of material resource needs:

– determining the need to increase or decrease inventory and reserves to optimize operational processes;

– making decisions on the size of purchased shipments of material resources in order to increase the efficiency of their use;

– assessment of the capacity of the enterprise to ensure the sufficiency of resources necessary for smooth operation and execution of production plans [10].

These areas require a comprehensive approach and careful analysis to achieve successful business management results. Adaptability and the ability to react quickly to changes within the market and within the company itself become a key element.

Depending on the level of globalization, the decisions taken may be forward-looking, covering a period of 10 to 20 years, taking into account the typical duration of 10-12 years. These decisions include the development of general principles that guide the future development of the organization, which can be described as a strategic development concept. They form the strategic direction of the company, determine the program and stages of development, as well as key activities that will contribute to achieving the goals set [8].

It is important to note that management decisions can be divided into two categories: long-term and operational. The latter, unlike strategic decisions, are made in real time and are aimed at optimizing current activities in response to new challenges and changing conditions. These decisions often require quick reactions and flexibility, as they involve adaptation to current economic and market conditions.

Based on this, management accounting is a key tool in the decision-making process. It is designed to simplify this process by providing the necessary information, both quantitative and qualitative, in a form convenient for analysis. However, it is worth emphasizing that although managerial accounting greatly facilitates the decision-making process, it cannot completely replace the expert opinion and experience of management in a particular situation.

In conditions when economic research and practical situations find new ways of development, considerable attention is paid to the analysis and evaluation of efficiency, which plays a key role in measuring the effectiveness of organizations. The rich experience gained to date allows for a deeper understanding of various aspects of this issue. Many Russian scientists and experts are actively engaged in the development and improvement of methodological approaches to the analysis and forecasting of the effectiveness of enterprises [3].

The methods used for analysis may vary, but their general purpose is to provide the most complete information about the state of the business. They can be either complex or specific, depending on the goals and objectives set. It is important to note that most of them focus on large and medium-sized enterprises that have sufficient data to perform in-depth calculations and analysis of various indicators. This fact determines the relevance of the topic under consideration, which is justified not only by changes in the market environment, but also by the need to optimize business processes, increase competitiveness, and improve the overall economic condition of industries.

Currently, there are several key systems designed to evaluate the effectiveness of organizations. They can be roughly classified into two main groups. The first one includes techniques that focus on analyzing individual performance indicators, such as return on capital, working capital turnover, and other similar metrics. These indicators allow us to consider in detail various aspects of the financial condition and the state of the company's resources. The second group covers integral indicators (for example, resource commitment) that combine several aspects of efficiency. These systems provide a more holistic view of the organization's performance, taking into account the interaction of various elements.

Each of them can be successfully used in domestic companies, which helps to increase the transparency of their financial processes and improve overall resource management. It is important to note that the choice of an appropriate assessment system depends on the specifics of the business and the strategic goals of the organization.

In the modern world, there is a significant variety of methods aimed at diagnosing and evaluating the effectiveness of enterprises. Given the growing interest from both business and the public in this issue, as well as the need to obtain reliable results, it is important to pay attention to the main approaches to developing analysis methods, as well as consider their unique features and potential disadvantages.

To date, stable methods have been developed in the field of analyzing the effectiveness of organizations, allowing experts to systematically assess the financial condition and results of companies. In this context, there are several key approaches to the analysis of financial statements that help to formulate informed conclusions and recommendations based on the collected data. They can be conditionally divided into four main groups: transformational, qualitative, coefficient and integral [2].

Transformational analysis techniques are focused on optimizing data representation. Their main goals are to create a more convenient and visual form for perception.:

– article aggregation – involves changing the composition of the elements presented in the balance sheet, allowing you to simplify information and make it more structured.

– the organization's balance sheet can be supplemented with new indicators that reflect both changes in the structure of assets and liabilities, as well as their dynamics, which allows analysts to more deeply assess the financial stability and development of the company.

– transformation in accordance with international standards – companies can adapt their reports to IFRS, which contributes to a more accurate comparison of financial results with their foreign counterparts and improves transparency for investors [11].

Despite this, it is important to note that these techniques do not always provide a clear analytical assessment. Rather, they provide a general idea of the effectiveness of activities, without contributing to the formation of specific recommendations and conclusions.

Qualitative methods for analyzing the effectiveness of organizations can be divided into several categories. These include vertical and horizontal analysis of economic resources (which allows for a more detailed examination of financial indicators over time and in comparison, with other reporting periods), as well as a category of formalized schemes, which, although rarely used, allows for standardized approaches to evaluating effectiveness based on predefined criteria.

Vertical analysis is an important tool for assessing the financial situation of an enterprise, as it allows you to determine the share of each individual economic resource in the total, consolidated indicator, which is taken as 100%. This technique helps to examine in detail the structure of assets and liabilities, but it does not always allow us to draw unambiguous conclusions about the current state of resources.

It should be borne in mind that their structure is significantly influenced by the specifics of the company's activities. Even within the same industry, differences in technology and processes can lead to significantly different asset and liability structures. Therefore, comparing current data with a single standard may not be entirely correct and is not always justified. For example, companies with high capital intensity may have a larger share of long-term assets, while enterprises operating in rapidly changing industries may pay more attention to current assets. This underlines the importance of taking into account the specifics of the business in a comprehensive vertical analysis, which allows you to get a completer and more accurate picture of the financial condition of the company and its development prospects.

Horizontal analysis is an important tool that allows you to identify both absolute and relative changes in various performance indicators in comparison with previous periods. However, this method has its limitations, which should be kept in mind:

– the changes identified as a result of this analysis are related to actions that occurred in the past, and there is no reason to believe that similar trends will continue in the future, especially in a dynamically changing external environment;

– without additional data, the results of the analysis may be difficult to interpret unambiguously, due to the lack of context that helps to understand which factors formed the basis of the changes;

– The results of the analysis often depend on many different factors, both internal and external, which makes it difficult to predict future performance, as economic or political circumstances may change, affecting work efficiency;

– it is difficult to assess the company's efficiency improvement without knowing the real state of affairs, and conclusions will be less reliable if such data is not available [5].

The application of qualitative methods to a company's public financial statements often does not lead to valuable conclusions or recommendations that could be useful in practice, as they provide only general information, preventing a deeper understanding of the reasons for changes in indicators and the formation of effective strategies to improve the situation.

Coefficient analysis is one of the most common tools for evaluating the performance of an enterprise, used by analysts in various practical situations. However, it should be noted that its compliance with user requirements can sometimes raise certain doubts. The effectiveness of coefficient analysis depends on a number of factors that largely determine its usefulness:

– the variety of sets of coefficients that can be used for analysis makes it difficult to select the most relevant indicators.

– the difficulties that arise in the reasonable normalization of indicators may affect the reliability and adequacy of the conclusions obtained during the analysis.

– the lack of clear mechanisms for interpreting the obtained coefficient values complicates the process of forming final conclusions and recommendations for management [7].

The desire to analyze efficiency in more detail and thoroughly, as a key characteristic of the activities of organizations, led to the development and implementation of a significant number of coefficients. However, it turned out that many of them are interconnected with each other, which necessitates the simplification and systematization of these indicators. Thus, despite the potential of coefficient analysis, its use requires a careful approach and a rational choice of criteria to ensure the reliability and usefulness of conclusions for further management and decision-making.

Determining coefficients in analysis is an important method, but the success of its application is determined not only by the ability to perform mathematical calculations. Much more important is the understanding of the data used in this process, as well as the ability to analytically interpret the results of calculations. If these aspects are ignored, the application of coefficients is reduced to simple arithmetic and loses its economic value. Nevertheless, the shortcomings inherent in modern methods of coefficient analysis are not critical. There is an objective need for further development and improvement of this analytical tool.

Integrated methods for assessing the performance of enterprises involve the use of synthetic approaches to combine various indicators into complex models. Such approaches include, for example, regression models that help assess the likelihood of a company going bankrupt, as well as bank ratings and ranking systems that take into account the specifics of different industries. Such consolidated rating models allow for a more accurate and multifaceted approach to assessing the financial condition of organizations, which in turn contributes to more informed management decisions. It is important to note that the use of integrated techniques allows not only to get a more complete picture, but also to identify hidden trends and relationships, which is key for strategic planning and risk management.

Enterprise performance assessment methods include various analytical approaches, and one of the most common is the multiple discriminant analysis (MDA) model. This method is based on the discriminant function (Z), which takes into account a number of economic parameters (regression coefficients). They allow you to analyze such indicators as return on funds and other important financial metrics that directly affect the company's activities. For example, the resulting Z-score can show how effectively an organization is functioning in comparison with industry averages. If it is close to the industry average, this can be an alarming signal: in the event of a further deterioration in financial performance, the company risks facing the threat of bankruptcy [4]. For the successful application of this model, it is necessary to form a broad and representative sample of companies covering various industries and business scales.

Despite the obvious advantages of regression models for bankruptcy forecasting, analysts in our country face a number of objective limitations when implementing them in practice. In particular, there are currently no fully developed models based on Russian financial statements, which creates additional difficulties. The specifics of domestic business and the peculiarities of accounting lead to the fact that mechanical copying of foreign methods does not always allow to obtain correct and reliable results.

To improve the situation, it is necessary not only to create specialized models adapted to the realities of our market, but also to collect more extensive data, which will allow for detailed analysis and forecasting of financial risks. At the same time, it is important to establish mechanisms for accumulating up-to-date statistics and will improve the accuracy of forecasts.

Normative models used to evaluate the performance of enterprises provide an opportunity to compare actual indicators with expected values that were determined at the planning stage, for example, in the budgets of organizations, or in accordance with the standards established by law. This approach is often based on clearly delineated factor models, which makes it easier to analyze. The advantage of such a system is the ease of interpretation of the results, as there are specific "normative" values for comparison. However, they may not always be adapted to all industries, as each has its own unique characteristics and requirements.

In addition, the application of these models requires considerable efforts at the preparatory stage, taking into account critical industry specifics, including the structure and dynamics of capital. It is necessary to take into account various economic conditions, technological processes and other factors so that the assessment is more accurate and reflects the real situation in each specific industry.

Predicative models used to assess the performance of enterprises play an important role in forecasting and forecasting. They allow us not only to analyze the current work of organizations, but also to develop forecasts of future results. Among the most popular approaches to evaluating effectiveness are the preparation of predictive reports, as well as the use of dynamic analysis models, including rigidly deterministic factorial and regression models, as well as situational analysis methods.

One of their key advantages is the ability to visualize various scenarios in the present tense, which, in turn, helps management make more informed decisions. However, there are a number of disadvantages. For example, such models are often unable to take into account all the external factors affecting an enterprise, such as fluctuations in interest rates, inflation, or changes in legislative regulation.

Modern research on methods for diagnosing the effectiveness of enterprises demonstrates that coefficient-based assessment methods are the most widely used among domestic companies. They allow for a more visual and rapid analysis of various aspects of activities, while providing a perspective for a deeper understanding of the internal effectiveness of organizations [6]. Nevertheless, it is important to understand that the application of all these methods should be systematic and balanced, including both quantitative and qualitative indicators, in order to ensure the reliability of the conclusions and make them more applicable in real time.

For successful business, the ability of a company to make all current payments (both to tax authorities and to supplier companies), finance its development, and meet all other obligations in a timely manner plays an important role. In the language of economics, such an enterprise is characterized by acceptable balance sheet liquidity.

To analyze the degree of this indicator in a particular company, a number of indicators are grouped [9].

1. Basic ratios of assets and liabilities:

– the necessary inequality $A_1 > P_1$. When it is completed, we can talk about the stable position of the enterprise for the current period (the period of drawing up the liquidity balance). This demonstrates the solvency of the organization at the current moment of the balance sheet formation. The company has enough funds to pay off the most urgent debts.;

– the necessary inequality $A_2 > P_2$ indicates that this company is provided with the necessary funds for timely settlements with credit institutions in the near future. Funds received from the sale of manufactured products on credit are also taken into account.;

– the necessary inequality $A_3 > P_3$ – an enterprise can count on long-term stable operation (on average, one production turnover cycle), provided that timely funds are received in a stable manner (from sales of products and other payments to this enterprise).

– $A_4 >= P_4$ – this condition is fulfilled automatically, provided that the first inequalities are met (1-3) and indicates that the company is financially stable, it has enough working capital of its own to pay off all current debts.

Correlation of liquid assets and debt obligations allows us to determine the value of the following indicators:

– current liquidity – characterizes the level of compliance of current assets with short-term obligations. The normal current activity is expressed by the following inequality:

$$A_1+A_2=>P_1+P_2, \tag{1}$$

– prospective liquidity is a forecast of an enterprise's solvency, taking into account current liquidity and likely future receipts of payments and the formation of future obligations. Normal prospective liquidity is expressed in:

$$A_3>=P_3, \tag{2}$$

To more accurately determine the degree of liquidity of the company's balance sheet, the liquidity coefficients are calculated.

2. Debt coverage ratio (current liquidity) – shows the ability of an enterprise to repay its debts only using current assets:

$$K = (A_1 + A_2 + A_3) : (P_1 + P_2) , \tag{3}$$

Given the reality of the situation, it is necessary to take into account the fact that not all assets of the enterprise can be realized simultaneously and in a short time. Therefore, the value of this coefficient in the range of values 1-2.5 is considered acceptable. If the value is below one, then we should talk about a high risk in the field of finance, that is, this company is "unable" to meet all its obligations in a timely manner. If the coefficient is 2.5 or higher, then the company is most likely not rationally allocating its finances. In this case, the assets-liabilities system should be reviewed and "weak spots" should be identified.

3. The coefficient of rapid (urgent) liquidity – shows how quickly a given company is able to cover short-term debts:

$$K = (A_1 + A_2) : (P_1 + P_2) , \quad (4)$$

The most optimal values for this indicator are numerical values in the range of 0.8–1.5. Here, liquid means all current assets of a given enterprise, excluding inventories (raw materials, goods in stock, etc.), because with their urgent sale, losses will have maximum values.

4. Absolute liquidity ratio – indicates the part of current debts that the company can repay at the moment:

$$K = A_1 : (P_1 + P_2) , \quad (5)$$

It is considered that the minimum allowable value for this coefficient should be at least 0.2. That is, every day an enterprise with a value of the rapid liquidity ratio equal to 0.2, will be able to cover 20% of urgent payments with liquid assets.

5. The overall balance sheet liquidity indicator is the largest indicator. During a comprehensive audit, it is recommended to use it because it records the ratio of all assets of the enterprise to the volume of all debts. For the correct calculation of this coefficient, special correction factors have been derived for each group of assets and liabilities. The multipliers are determined based on the degree of importance of this group:

$$K = (A_1 + 0.5 * A_2 + 0.3 * A_3) : (P_1 + 0.5 * P_2 + 0.3 * P_3) , \quad (6)$$

For a stable company with normal balance sheet liquidity, the coefficient value should be one or more.

6. The coefficient of provision of own assets – shows the degree of provision of funds necessary for successful financial stability. The absence or lack of the company's own working capital indicates that all current assets are created on the basis of borrowed funds:

$$K = (P_4 - A_4) : (A_1 + A_2 + A_3) , \quad (7)$$

The standard for this value is more than 0.1 or 10%.

7. The coefficient of maneuverability of functional capital – indicates how much of the company's equity is invested in working capital. If the value of the indicator decreases, then this positively characterizes the financial policy of the enterprise.:

$$K = A_3 : [(A_1+A_2+A_3) - (P_1+P_2)] , \quad (8)$$

Summing up, it should be noted that in the modern conditions of the Russian market economy, the growth of the efficiency of the functioning of economic entities plays a key role in increasing the competitiveness of individual industries and the state as a whole. This indicator is one of the most important economic characteristics today.

The economic efficiency of an enterprise can be defined as the ratio of the results achieved to the costs required to achieve them. In other words, this concept is that it is necessary to achieve maximum effect at minimum cost. Thus, the central issue becomes the search and implementation of optimal technologies and methods that will make it possible to implement this principle.

A number of key indicators are used to assess the effectiveness of an enterprise. Among them, resource efficiency and resource intensity stand out, which reflect how many products or services can be obtained per unit of resource expended. Cost recovery and cost intensity analyze how effectively an enterprise uses its costs to achieve a certain result. Profitability indicators are also important, which make it possible to assess the profitability of using various types of economic resources, such as fixed assets, working capital and labor.

Economic resources are an important indicator reflecting the level of economic development of a particular business entity. Cost estimation makes it possible to assess how effectively their use is carried out, which, in turn, depends on many factors, both external (competition in the market, relations with suppliers, interaction with government agencies and customer preferences) and internal (qualifications and number of employees, average labor productivity, etc.).

The efficiency of using the economic potential of enterprises is a critical indicator of their competitiveness. It determines the company's ability not only to survive in the face of market competition, but also to occupy a leading position in its industry. Conducting a regular analysis of the company's performance makes it possible to identify shortcomings and reserves that serve as the basis for further growth and development in the long term. Therefore, systematic monitoring and optimization of processes are the key to successful operation in today's market.

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EDUCATION AND PEDAGOGY

UDC 37

Bersenev I.I. Review of modern pedagogical technologies in higher education in Russia

Обзор современных педагогических технологий высшей школы России

Bersenev Igor Inarievich,
PhD in Engineering, Associate Professor (Higher Attestation Commission), Associate Professor of the Department of Organization and Tactics of Medical Service, Disaster Medicine, Kemerovo State Medical University of the Ministry of Health of the Russian Federation, Kemerovo
Берсенев Игорь Инарьевич,
кандидат технических наук, доцент (ВАК), доцент кафедры организации и тактики медицинской службы, медицины катастроф, ФГБОУ ВО "Кемеровский государственный медицинский университет" Министерства здравоохранения Российской Федерации, г. Кемерово

Abstract. *Currently, the sphere of higher education in the Russian Federation is undergoing a certain modernization associated with the introduction of its own educational system and the end of the era of Russia's entry into the Bologna process. Rapid changes in technology and the needs of the Russian labor market require educational institutions to adapt curricula and teaching methods to new conditions. This includes the development of critical thinking, teamwork skills and the ability to self-education. The rapid development of information and communication technologies (ICT) in education opens up new opportunities for learning. Research into their impact on the educational process helps to identify effective approaches and tools for improving the quality of education. Modern educational paradigms are shifting from traditional learning to more active and student-centered methods. This requires scientific substantiation and analysis of new approaches and their effectiveness. In connection with the above, the author of this article attempted a scientific analysis and critical understanding of modern pedagogical technologies of higher education in Russia.*

Keywords: *education development, education reform, modern education technologies, higher education, pedagogical technologies.*

Аннотация. *В настоящее время сфера высшего образования в РФ проходит определенную модернизацию, связанную с внедрением собственной образовательной системы и завершением эпохи вхождения России в Болонский процесс. Быстрые изменения в технологиях и потребностях рынка труда РФ требуют от образовательных учреждений адаптации учебных программ и методов обучения к новым условиям. Это включает в себя развитие критического мышления, навыков работы в команде и способности к самообразованию. Быстрое развитие информационно-коммуникационных технологий (ИКТ) в образовании открывает новые возможности для обучения. Исследование их влияния на образовательный процесс помогает выявить эффективные подходы и инструменты для повышения качества образования. Современные образовательные парадигмы смещаются от традиционного обучения к более активным и студент-центрированным методам. Это требует научного обоснования и анализа новых подходов и их эффективности. В связи с вышеизложенным, автором настоящей статьи, была предпринята попытка научного анализа и критического осмысления современных педагогических технологий высшей школы России.*

Ключевые слова: *развитие образования, реформа образования, современные технологии образования, высшее образование, педагогические технологии.*

Рецензент: Крохмалева Елена Георгиевна - кандидат педагогических наук, доцент. Заведующий кафедрой инженерии и образовательных дисциплин ГОУ ВО ЛНР "Луганский государственный университет им. В. Даля". Член-корреспондент Луганской академии технических наук

По мнению Люфт, А. В., в условиях глобализации важно, чтобы выпускники высших учебных заведений имели конкурентоспособные навыки и знания, соответствующие международным стандартам. Исследование современных педагогических технологий позволяет выявлять лучшие практики и адаптировать их для местного контекста. [8, с. 78]

Керимбекова, Ж. У. в своей статье пишет о том, что высшие учебные заведения сталкиваются с необходимостью внедрения инновационных методов и технологий для повышения своей привлекательности и конкурентоспособности. Исследования в этой области помогают выявить востребованные и эффективные решения. [5, с. 14]

По мнению Костюшиной, Е. В., современные студенты имеют разные стили обучения и ожидания от образовательного процесса. Исследование педагогических технологий позволяет адаптировать учебные программы под эти потребности и улучшить образовательный опыт. [6, с. 43]

Как отмечает Горюшкин, Е. И., в условиях растущих требований к качеству образования важно проводить исследования, направленные на оценку и улучшение существующих педагогических технологий, что, в свою очередь, способствует повышению уровня подготовки специалистов. Образование должно не только передавать знания, но и формировать социальные и этические ценности. Исследование современных технологий позволяет интегрировать эти аспекты в образовательный процесс. [2, с. 28]

Таким образом, исследование современных педагогических технологий высшей школы является важной и актуальной задачей, способствующей повышению качества образования и подготовке студентов к вызовам современного мира.

Сихымбаев, К. С. пишет о том, что современные педагогические технологии высшей школы России включают в себя широкий спектр подходов и методов, направленных на повышение качества образования и соответствие требованиям современного общества. [12, с. 65]

Таблица 1

Современные педагогические технологии высшей школы России

Технология	Описание
Модульное обучение	Этот подход позволяет разбить учебный процесс на модули, что дает возможность студентам изучать материал более глубоко и гибко.
Проектное обучение	Студенты работают над реальными проектами, что помогает развивать практические навыки, критическое мышление и умение работать в команде.
Интерактивные методы обучения	Использование различных интерактивных технологий, таких как кейс-методы, деловые игры, симуляции и ролевые игры, способствует более активному вовлечению студентов в учебный процесс.
Электронное обучение и дистанционные технологии	С увеличением популярности онлайн-образования многие вузы внедряют электронные платформы, которые позволяют организовать обучение в дистанционном формате.
Перевернутый класс	Этот метод предполагает, что студенты сначала изучают теоретический материал самостоятельно (например, через видео или чтение), а затем на занятиях обсуждают его и решают практические задачи.
Индивидуализация обучения	Акцент на потребностях и интересах каждого студента, использование адаптивных технологий, которые помогают создать персонализированные образовательные траектории.
Смешанное обучение	Комбинация традиционных и онлайн-методов обучения, что позволяет обеспечить гибкость и доступность образовательного процесса.
Критическое мышление и исследовательские методы	Развитие у студентов навыков критического анализа информации и проведения собственных исследований.
Командное обучение	Формирование групп для совместного изучения материала и выполнения заданий, что способствует развитию навыков сотрудничества.
Геймификация	Внедрение игровых элементов в учебный процесс для повышения мотивации и вовлеченности студентов.

Эти технологии помогают не только улучшить качество образования, но и подготовить студентов к вызовам современного мира, развивая у них необходимые компетенции.

В настоящее время особенно широко применяется модульное обучение.

Мокиевская, Н. Е. пишет о том, что модульное обучение в высшей школе – это организация учебного процесса, при которой содержание образования представляется в виде отдельных модулей или блоков. Каждый модуль охватывает определённую тему или предмет и может включать теоретические, практические и исследовательские компоненты. Этот подход имеет ряд особенностей и преимуществ, которые делают его актуальным в современном образовательном контексте. [10, с. 175]

Харитонова, Е. Г. в своей статье отмечает преимущества модульного обучения: [14, с. 99]

1. Углубленное изучение предмета: Студенты могут сосредоточиться на изучении конкретной темы, что способствует более глубокому пониманию и усвоению материала.

2. Повышение мотивации: Гибкость в выборе модулей и возможность видеть результаты своей работы могут значительно повысить мотивацию студентов.

3. Развитие самостоятельности: Студенты учатся планировать свое время и организовывать учебный процесс, что способствует формированию навыков самообразования.

4. Адаптация к требованиям рынка труда: Модули могут быть ориентированы на актуальные потребности отрасли, что позволяет выпускникам быть более конкурентоспособными на рынке труда.

5. Системный подход к обучению: Модульное обучение способствует интеграции знаний из разных областей, что важно для формирования компетенций, необходимых в современном мире.

Макарова, О. С. отмечает, что при внедрении модульного обучения в высшую школу важно учитывать ряд факторов: [9, с. 25]

1. Разработка учебных планов: Необходимо создать учебные планы, которые учитывают требования образовательных стандартов и интересы студентов.

2. Подготовка преподавателей: Преподаватели должны быть готовы к работе в формате модульного обучения, что требует от них новых подходов к организации учебного процесса.

3. Техническое обеспечение: Внедрение электронных образовательных платформ может значительно облегчить процесс обучения и оценивания.

Таким образом, модульное обучение является эффективным инструментом в высшем образовании, способствующим развитию студентов и повышению качества образовательного процесса.

Проектное обучение так же активно используется при обучении в современной высшей школе РФ.

Проектное обучение в высшей школе – это метод обучения, основанный на выполнении студентами реальных или смоделированных проектов, которые требуют применения теоретических знаний и практических навыков для решения конкретных задач. По мнению Донской, Е. Ю. Этот подход активно используется в образовательных учреждениях и пользуется растущей популярностью благодаря своей эффективности и актуальности в современном образовательном контексте. [3, с. 25]

Кравченко, И. В. отмечает преимущества проектного обучения: [7, с. 336]

1. Развитие практических навыков: Студенты получают возможность развивать навыки, которые будут полезны в их будущей профессиональной деятельности, такие

как управление проектами, работа в команде, презентация результатов и критическое мышление.

2. Повышение мотивации: Работа над реальными проектами может значительно повысить интерес студентов к учебному процессу и мотивацию к обучению.

3. Формирование компетенций: Проектное обучение способствует формированию ключевых компетенций, таких как креативность, аналитическое мышление, способности к самоорганизации и коммуникации.

4. Более глубокое понимание материала: Студенты имеют возможность изучать предмет в контексте, что способствует лучшему усвоению теории.

5. Обратная связь и самооценка: Проектное обучение предлагает студентам возможность получать обратную связь от преподавателей и коллег, что способствует развитию навыков самооценки и саморефлексии.

Внедрение проектного обучения. Баталова, Д. В. отмечает, что для успешного внедрения проектного обучения в высшей школе необходимо учитывать несколько аспектов: [1, с. 39]

1. Разработка учебных планов: Учебные планы должны быть адаптированы для включения проектной деятельности, что требует тщательной проработки тем и задач.

2. Подготовка преподавателей: Преподаватели должны быть подготовлены к работе в формате проектного обучения, что включает в себя разработку методик оценки, управления проектами и работы в группах.

3. Создание поддержки инфраструктуры: Важно обеспечить студентов необходимыми ресурсами, такими как доступ к информации, инструментам и консультациям.

4. Оценка результатов: Разработка системы оценки проектной деятельности, которая учитывает как конечный продукт (результат проекта), так и процесс работы (коллективная работа, критическое мышление и другие навыки).

Проектное обучение является мощным инструментом в высшем образовании, способствующим развитию студентов как профессионалов и личностей. Этот подход помогает не только углубить знания, но и подготовить студентов к реальным вызовам, с которыми они столкнутся в своей профессиональной деятельности.

В современной высшей школе активно внедряются интерактивные методы обучения.

Интерактивные методы обучения в высшей школе – это подходы, которые активизируют участие студентов в учебном процессе, способствуя более глубокому усвоению материала и развитию различных компетенций. Эти методы основаны на взаимодействии между преподавателем и студентами, а также между самими учащимися. Они могут включать как традиционные формы, так и современные технологии. [13, с. 46]

Преимущества интерактивных методов обучения: [11, с. 252]

1. Повышение вовлеченности: Студенты становятся активными участниками процесса обучения, что повышает их заинтересованность и мотивацию.

2. Лучшее усвоение материала: Активное взаимодействие с материалом и другими участниками способствует более глубокому пониманию и запоминанию информации.

3. Развитие критического мышления: Интерактивные методы помогают студентам анализировать информацию, формулировать собственные мнения и аргументировать их.

4. Социальные навыки: Работая в группах, студенты развивают навыки коммуникации, сотрудничества и умения работать в команде.

5. Гибкость: Интерактивные методы позволяют адаптировать обучение под потребности и интересы студентов, что способствует индивидуализации образовательного процесса.

Внедрение интерактивных методов обучения. Для успешного внедрения интерактивных методов в высшей школе необходимо учитывать следующие аспекты: [4, с. 138]

1. Подготовка преподавателей: Преподаватели должны быть обучены использованию интерактивных методов и технологий, чтобы эффективно их применять в учебном процессе.

2. Создание поддерживающей среды: Важно создать атмосферу, в которой студенты будут чувствовать себя комфортно, выражая свои мысли и идеи.

3. Разработка учебных материалов: Учебные планы и материалы должны быть адаптированы для использования интерактивных методов.

4. Оценка и обратная связь: Разработка критериев оценки, которые учитывают как процесс обучения, так и результат, а также регулярное предоставление обратной связи студентам.

Интерактивные методы обучения в высшей школе представляют собой эффективный способ активизации учебного процесса и подготовки студентов к вызовам современного мира. Они помогают развивать не только профессиональные знания, но и личностные качества, необходимые для успешной карьеры.

Современные педагогические технологии в высшей школе России активно развиваются и адаптируются к вызовам времени. Интеграция инновационных методов и технологий в образовательный процесс способствует не только повышению качества обучения, но и формированию у студентов необходимых навыков для успешной профессиональной деятельности в будущем.

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Ivanov N.A., Volkov A.V. The role of physical culture and healthy lifestyle for a modern student

Роль физической культуры и здорового образа жизни для современного студента

Ivanov Nikolay Aleksandrovich
Director of the Educational and Training Center of SSU
teacher of the Department of Physical Culture and Sports
Federal State Budgetary Educational Institution of Higher Education
"Sochi State University
Volkov Andrey Vladimirovich
Senior Lecturer, Department of Physical Education
St. Petersburg State Maritime Technical University
Иванов Николай Александрович
Директор УОЦ, преподаватель кафедры ФКиС
ФГБОУ ВО «Сочинский государственный университет»
Волков Андрей Владимирович
Старший преподаватель кафедры физического воспитания
Санкт-Петербургский государственный морской технический университет

Abstract. *In this scientific work, the author briefly analyzes the features of the role of physical education and a healthy lifestyle for a modern student. To do this, the author of the study studies specific practical examples of the use of physical education and sports, a healthy lifestyle in the life of modern student youth. In conclusion of the article, the author notes that in the future these phenomena will continue to remain highly relevant, will be in demand among young people and students, in particular. This scientific article will be of interest to a wide range of readers, teachers and students, theoretical and practical workers.*

Keywords: *physical education, sports, student sports, healthy lifestyle, healthy lifestyle, student youth, modern student, development priorities.*

Аннотация. *В настоящей научной работе автор кратко анализирует особенности роли физической культуры и здорового образа жизни для современного студента. Для этого автор исследования изучает конкретные практические примеры применения физкультуры и спорта, ЗОЖ в жизнедеятельности современной студенческой молодежи. В заключении статьи автор отмечает, что в дальнейшем эти явления продолжат оставаться в высокой степени актуальными, будут востребованными у молодежи и студенчества, в частности. Настоящая научная статья будет интересна широкому кругу читателей, преподавателям и обучающимся, теоретическим и практическим работникам.*

Ключевые слова: *физическая культура, спорт, студенческий спорт, здоровый образ жизни, ЗОЖ, студенческая молодежь, современный студент, приоритеты развития.*

Рецензент: Крохмалева Елена Георгиевна - кандидат педагогических наук, доцент.
Заведующий кафедрой инженерии и образовательных дисциплин ГОУ ВО ЛНР
"Луганский государственный университет им. В. Даля".
Член-корреспондент Луганской академии технических наук

Физическая культура, спорт, здоровый образ жизни (далее – ЗОЖ) всегда являлись важной составляющей жизнедеятельности студенческой молодежи. Разного рода физические активности рассматривались молодежью с различных сторон: и как возможность поддерживать здоровье тела, и как шанс проявить себя и свои способности, и как один из вариантов профессиональной деятельности, и т.д. Так, в советский период отечественной истории физическая культура и ЗОЖ среди молодежи являлись обыкновенным явлением, постоянным способом проведения свободного времени, чему способствовала реализуемая государственная политика. Создавались многочисленные добровольные спортивные общества, физкультурные коллективы при вузах и образовательных учреждениях среднего профессионального образования. Начиная с 50-х годов, студенческий спорт приобрел свое наиболее массовое распространение, а в 90-е годы даже в период глобальных политических, социально-экономических, иных реформ роль физической культуры, спорта и ЗОЖ для студенческой молодежи осталась на должном уровне [5]. Остается это значимой составляющей студенческой жизни и сегодня.

Итак, по своему смыслу физическая культура – часть общечеловеческой культуры, ее особая самостоятельная жизнь. Физическая культура задействует в своем влиянии на человеческий организм жизненно важные стороны, полученные в виде задатков и способностей, которые развиваются под данным влиянием. В свою очередь, ЗОЖ – это поддержание определенного уровня жизнедеятельности человека во всех направлениях, что характеризуется, главным образом, особым вниманием к собственному здоровью и его отдельным составляющим.

Определим основные функции физической культуры и ЗОЖ для современного студента. Во-первых, это оздоровительная. Человеческий организм в возрасте 16-25 лет находится на наиболее высоком уровне своего физического развития: в этот период организм уже сформировался, обладает максимальной степенью выносливости, силы, гибкости, особенно если человек прилагает усилия, чтобы эти характеристики поддерживать на должном уровне. И здесь как раз необходимо соблюдать баланс физической культуры и ЗОЖ [7]. Безусловно, организму молодого человека будет полезно заниматься спортом, делать гимнастические упражнения или совершать пробежки, однако гораздо больший эффект достигается, если физические нагрузки соотносятся с ЗОЖ. В частности, это касается грамотного баланса режима труда и отдыха, правильного питания, отказа от вредных привычек и соблюдения иных традиционных методик ЗОЖ. Поэтому, с одной стороны, молодой человек поддерживает организм в состоянии физической активности, с другой же, создает ему такие условия, в которых получаемый от совершения такой активности эффект предполагается наиболее значительным.

Во-вторых, физическая культура и ЗОЖ – это эффективный инструмент поддержания психологической стабильности, метод развития личностных качеств молодого человека – таких, как выносливость, трудолюбие и старание, организованность, целеустремленность и другие. Так, чтобы заниматься в зале или совершать пробежки, молодому человеку необходимо грамотно распределить свой график и регулярно выделять время для этого. Сложнее – найти мотивацию заниматься, ведь, как правило, довольно быстро после начала выполнения физических упражнений человек теряет мотивацию заниматься спортом, старается находить для себя оправдания перестать это делать. Поэтому для продолжения выполнения упражнений человеку придется преодолевать себя, воспитывать силу воли и требовательность – в первую очередь, к самому себе. И это в значительной степени способствует развитию психологических характеристик молодого человека, которые помогут ему не только в профессии, но и в решении бытовых вопросов. Общеизвестно, что профессиональные спортсмены – это личности с развитой силой воли, высоким уровнем целеустремленности и выносливости, причем эти качества у них уже введены в привычку. Для студенческой молодежи это также выступает крайне важным [5; 8].

С другой стороны, необходимо рассматривать физическую культуру и ЗОЖ как вариант снижения психологической нагрузки, инструмент для расслабления, достижения стабильности между умственным трудом и физическими нагрузками. Психологи рекомендуют: если человек значительную часть своего рабочего времени занимается умственным трудом, ему необходимо снимать напряжение или «разряжаться» через физические нагрузки. Это позволяет набраться новых сил и обновить внутреннее и внешнее состояние организма, снять усталость.

В-третьих, физическая культура и ЗОЖ для современного студента – это эффективный способ самореализации. К примеру, это участие в составе студенческой команды в соревнованиях по тому или иному виду спорта, либо одиночные спортивные успехи [3]. В этой ситуации в выигрыше оказывается не только сам молодой человек, который одновременно и поддерживает свой организм в здоровом и выносливом состоянии, и достигает успехов в части самореализации, но и образовательное учреждение, которое такой студент представляет. Кроме того, подобный пример качественно характеризует просветительскую и пропагандистские функции, когда студент своим примером показывает другим представителям студенческой молодежи, к каким успехам может привести занятие физической культурой и спортом на должном уровне [8].

Кроме прочего, для некоторых студентов спорт – это единственно возможный способ самореализации. К примеру, молодой человек не обладает выдающимися творческими или умственными способностями, однако силен, вынослив и целеустремлен, стремиться к успехам и достижениям. В такой ситуации физическая культура и ЗОЖ для него – единственно верный способ показать себя с лучшей стороны.

В-четвертых, физическая культура и ЗОЖ со студенческой заинтересованности молодого человека вполне может перейти на профессиональный уровень. К примеру, занимаясь любительским спортом, молодой человек показывает выдающиеся успехи, что в результате приводит к тому, что в нем появляется заинтересованность профессиональных спортивных клубов. В такой ситуации вполне вероятно, что молодой человек может окончательно перейти в это направление деятельности и стать профессиональным спортсменом [2]. Однако на практике такие примеры не столь распространены, поскольку большинство видов спорта подразумевают активность, начиная с раннего возраста.

Кратко перечислим далее также и некоторые иные функции, которые выполняют физическая культура, спорт и ЗОЖ в жизни современного студента:

– социальная адаптация, что особенно характерно для командных видов спорта. Кроме этого, занятие физической культурой в группе способствует развитию лидерских качеств, умений работать в команде, обучает эффективно коммуницировать, делегировать полномочия, обучаться строить отношения с людьми. В этой ситуации спорт способен помочь даже интровертам, замкнутым и стеснительным студентам;

– повышение самооценки. Вкупе с развитием конкретных психологических качеств, физические активности (особенно при достижении высоких результатов) способствует качественному повышению самооценки. С другой стороны, спорт поможет молодому человеку «принять себя», пересмотреть позицию на свои особенности. К примеру, излишне высокая девушка стесняется своего роста, однако в составе баскетбольной команды она чувствует себя спокойно, не выделяется, а еще может заниматься любимым делом и развиваться;

– формирование позитивного взгляда на жизнь, развитие оптимизма. Как уже отмечалось выше, занятие физической культурой и ЗОЖ помогает обновить психологическое состояние молодого человека, что связано, главным образом, с физиологическими изменениями. После занятий спортом студент начинает лучше выглядеть, чувствует себя более бодрым, позитивным, начинает проще воспринимать жизненные трудности. Если человек начинает заниматься спортом на регулярной или даже профессиональной основе, то он пересматривает свое отношение к проблемам и трудностям в целом, начинает понимать, что для их преодоления важны сила, выносливость, целеустремленность;

– иные [1; 7; 10].

В конечном итоге, как видно из представленного выше перечня, роль физической культуры и ЗОЖ в жизни современного студента довольно значительна, причем это влияние наблюдается по самым разным направлениям. Для молодого организма, находящегося на пике своего развития, физическая культура и ЗОЖ позволяют достигать высокой эффективности такой деятельности, сохранять на должном уровне психологическую стабильность и переносить эти результаты на профессию и решение бытовых вопросов. Отдельно отметим, что занятия спортом оказывают положительное влияние и на другие сферы жизни, путем переноса положительного опыта спортивных достижений, в конечном итоге повышая уровень самооценки человека [4].

Далее отметим наиболее важные итоги представленного выше научного исследования.

Физическая культура и ЗОЖ сегодня выступают значимой составляющей отечественной государственной политики, что можно наблюдать и через анализ актуальных примеров пропаганды в российских СМИ. Для студенческой молодежи физическая культура, спорт и ЗОЖ также стратегически важны [6]. При регулярных и равномерных нагрузках студенческая молодежь также достигает развития физиологических и психологических качеств, а также позволяют снизить напряжение от процесса обучения или работы, снять стресс, улучшить самочувствие. Кроме этого, реализуется профилактика разного рода заболеваний [9]. Так, в настоящей статье рассматриваются следующие ключевые функции этих явлений:

– сохранение здоровья организма;

– инструмент установления психологической стабильности;

– способ самореализации;

– социальная адаптация;

– повышение самооценки;

– формирование позитивного взгляда на жизнь и иные [8].

Любое развитие, обучение направлено на изучение личностно-ценностной ориентации [11]. Здесь не является исключением физическая культура. Определения для студента личностных идеалов помогает обеспечить профессиональное саморазвитие и индивидуальное совершенствование.

В конечном итоге физическая культура является одной из составляющих процесса организации студенческого досуга. Она не только удовлетворяет естественные потребности личности, но и помогает снять эмоциональное и психологическое напряжение.

В настоящей статье приведены практические примеры, как именно физическая культура и ЗОЖ способны позитивно повлиять на жизнь студента. Это касается и его психологических характеристик, и профессиональных компетенций, и возможности применения результатов в решении бытовых вопросов [5]. Причем использование такого инструмента на практике всегда имеет высокую эффективность.

Полагаем, в дальнейшем подобная тенденция сохранится, а физическая культура и ЗОЖ по-прежнему останутся крайне востребованными у современной студенческой молодежи.

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UDC 81

Lashina E.N. Features of developing bilingualism in English language classes at the university

Lashina Ekaterina N.,
Senior Lecturer of the Department of Foreign Languages,
St. Petersburg State University of Industrial Technology and Design.
Higher School of Technology and Energy

Abstract. *In modern society, knowledge of several languages is a necessary and most important condition for successful career development and personal relationships in society. This article examines the features of bilingualism, which contributes to the activation of cognitive activity and communication skills of students, the stages of learning a foreign language and the features of the influence of bilingualism on all language levels – phonetic, lexical, grammatical, syntactic and morphological.*
Keywords: *bilingualism, bilingual, foreign language, English language, cognitive activity, communication skills, learning.*

Рецензент: Крохмалева Елена Георгиевна - кандидат педагогических наук, доцент. Заведующий кафедрой инженерии и образовательных дисциплин ГОУ ВО ЛНР "Луганский государственный университет им. В. Даля". Член-корреспондент Луганской академии технических наук

The problem of bilingualism is one of the most pressing in modern linguistics. The interest of scientists in it is due to some social, cultural and historical reasons, which are mainly the existence of a large number of bilingual and multilingual states, mass migration, as well as the constant strengthening of political, economic and cultural ties between different countries.

The concept of bilingualism is not uniform. It is defined in different ways. Such domestic scientists as L.V. Shcherba, V.N. Komissarov, V.A. Vinogradov, I.A. Zimnyaya, M.M. Mikhailov define bilingualism in their works as knowledge of two languages and proficiency in them. The final formulation of the definition of bilingualism, based on the previous ones, can be found in the works of S.G. Nikolaeva: “taking into account the given general, characteristic and aspect-specific definitions of bilingualism, we can derive our own formulation, according to which we propose to understand bilingualism as unequal knowledge and mastery of more than one national language and their non-simultaneous use in each specific communication situation. One of these languages is and is called the first, the other is the second” [1].

There are also several options for defining a bilingual. Some researchers believe that a bilingual is a person who at least understands a second (foreign) language. Others tend to consider a bilingual to be someone who uses the practice of alternate use of two languages.

A broad approach to understanding the phenomenon of bilingualism implies the interpretation of this phenomenon as proficiency in the native language and, along with this, the basic skills of speech activity in a foreign language.

In scientific literature, two types of bilingualism are distinguished: natural and artificial (educational).

In a situation of coexistence and functioning of two languages in one state, natural national bilingualism is manifested. But, at the same time, globalization serves as an incentive for the development of artificial individual bilingualism, i.e., educational bilingualism. Its study is no less important than the study of the patterns of development and functioning of natural bilingualism [2].

Natural bilingualism can manifest itself when a person communicates in their environment at the everyday level, as well as through sources of digital space created by electronic means of communication. It is important to emphasize that with this type of bilingualism, the second language is not learned artificially, but is acquired naturally.

As for the artificial type of bilingualism, the second language is learned (with the participation of a teacher or instructor), is mastered in a language environment purposefully, and the bilingual person often uses it later to communicate with native speakers, but not on a regular basis. This type of bilingualism is developed in English classes at a university.

Particular attention should be paid in this regard to the ideas expressed by M.M. Fomin regarding overcoming language interference. According to this researcher, this is possible only if the formation of artificial bilingualism in teaching a foreign language is implemented on the basis of an interdisciplinary approach. Moreover, this process should take place within the framework of linguistic-contrastive analysis in combination with cultural-comparative analysis [3].

Thus, when teaching English, it is important to pay special attention to authenticity, to use such teaching materials that would carry a cultural component that would offer the student a number of advantages:

- increasing the level of students’ cognitive activity;
- increasing the level of motivation to study English language;
- improving communication capabilities;
- developing communication skills and abilities;
- motivation to work independently on the English language.

Students’ cognitive interests can be attributed to two directions: on the one hand, there is a desire to broaden their horizons, improve their educational level; on the other hand, there is a desire to learn something new, deepen their knowledge and information related to their future specialty. These areas can be used as a stimulus for learning and a means of increasing interest in the language, provided that the material in terms of content and subject matter is close to the main problems of the major disciplines, contains the necessary minimum of regional studies, helps to broaden the horizons of future specialists and requires a creative attitude on the part of the student [4].

Artificial bilingualism arises in conditions specially created for its study at school or university. However, the requirements imposed on students at these stages differ: the university stage is more focused on the market economy and competition between educational institutions than the stages of school education. It follows that the training of future specialists should not be limited to subject frameworks, but on the contrary, be carried out at a high level and provide opportunities for cooperation with other faculties and, at the same time, with employers. In this regard, it is appropriate to identify the competencies that serve as the goal of bilingual education at a university. These are subject and language competencies. In turn, language competence, being in itself a complex hierarchical structure, consists of linguistic competence, sociolinguistic competence, discursive competence, strategic competence, sociocultural competence and social competence [1].

The process of teaching a foreign language, in particular in terms of its content, should be considered in two aspects:

• one of the main tasks is the development of linguistic skills in students;

• it is necessary to pay close attention to the language content – vocabulary, a wide range of speech patterns, mastery of various ways of constructing statements.

Language consists of many levels and bilingualism affects each of them.

Phonetics. The study of phonetics includes preliminary preparation, which involves a comparative analysis of language systems in the phonetic aspect. Thus, for the Russian language, unlike English, is characterized by the absence of nasal vowels and diphthongs. This is why students experience a number of difficulties in mastering the phonetic side of the language being studied: they cannot correctly reproduce the number of syllables in a word; they have a certain difficulty pronouncing a cluster of consonants at the beginning of a word; they can mix hissing and whistling sounds; stressed syllables are perceived by them as long vowels or diphthongs (go right dere (there) – replacement of the interdental voiced /ð/ with /d/.

Morphology. Work on morphology includes teaching word formation and inflection. The Russian language is characterized by the change of nouns by gender, number and case, there are differences in the inflection of inanimate and animate nouns. In English, a noun retains only the plural and singular forms, as well as the nominative and possessive cases. Verbs in Russian and English are conjugated completely differently and have a different number of modal and tense forms. In accordance with general psycholinguistic patterns, students most easily learn imperative verbs, as well as verbs in the infinitive form. Students have particular difficulty with the category of the article in English, since it is absent in Russian. This is why students very often omit both the definite and indefinite article in English speech, not finding correspondences in their native language. Other errors in the students' speech were also noted, which concerned the use of articles. For example, they often use articles and a determiner between an adjective and a noun (nice one kitten, big a girl). There are also examples of students using an adjective with an article, but without a noun (a yummy). In English, such constructions are not standard.

Syntax. Unlike Russian, English syntax is characterized by a two-case system, including the nominative and objective cases. As a result, the preposition plays the main role in the prepositional combination. Another distinctive feature of English syntax is the strict word order in a sentence. In this case, the paradigms of the synthetic Russian language win, and students often violate the word order in an English sentence, without thinking at all about the mistakes they have made (Yummy candy this is).

Vocabulary. Students may have difficulty interpreting the image itself in the process of identifying the object and its display. Ease in name and ease in use are not identical concepts. There is a way of mechanically memorizing words that is not based on personal experience or one's own feelings and memories. Some categories of words continue to remain labile: the meaning of words can expand or narrow, and also be transferred to atypical situations. For example, the word pupil in the meaning of "pupil" gets a new shade of meaning for a student who has come to see an ophthalmologist. Transitions between active and passive vocabulary are also common [5].

Grammar. Some experts in the field of linguistics believe that the grammar of two languages almost never overlaps, while others believe that students translate certain constructions, adding to one language what is expressed in the other by special categories, but is absent in the first language. The category of plural in agreement with the verb series (Jeans are dirty) is especially difficult for students. To solve this problem, it is recommended to introduce the plural situationally and add the question of agreement each time in all types of activity. Particular attention is paid here to nouns that are always used in the plural (scissors, trousers, pats, jeans) [6].

In conclusion, it should be noted that bilingualism and the problems, principles and patterns described within its framework make it possible to understand the specifics of teaching English in a university setting and to apply appropriate teaching and learning methods.

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UDC 740

Zak A. Conditions for the Formation of Critical Thinking in Primary School

Zak Anatoly
Leading Researcher, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia, Moscow

Abstract. *The experimental work was aimed at studying the possibilities of improving evidential critical thinking in third-year primary school students. The series of lessons "Derivation - 1" developed by the author ensures the implementation of such opportunities. The program of the series of lessons includes 10 types of plot-logical tasks of a non-educational nature. Their solution by implementing a conclusion from the proposed judgments was offered in three structural versions associated with the search for an answer, with the search for a question, with the search for a part of the proposed judgments. The control group consisted of 59 schoolchildren, the experimental group - 62 schoolchildren who took part in 30 additional lessons (weekly, during the school year) based on the series "Derivation - 1". Before the 30 additional lessons and after their completion, all subjects were determined in a group form for the formation of critical thinking activity. In this case, tasks of varying complexity were used, built on the transitivity of a binary relation. It was shown that children's participation in lessons according to the school program and in the series of lessons "Derivation - 1" determines the formation of critical thinking activity in most children than participation in lessons only according to the school program.*
Keywords: *critical thinking, logical problems with a plot, third-graders, series of lessons "Derivation - 1".*

Рецензент: Крохмалева Елена Георгиевна - кандидат педагогических наук, доцент. Заведующий кафедрой инженерии и образовательных дисциплин ГОУ ВО ЛНР "Луганский государственный университет им. В. Даля". Член-корреспондент Луганской академии технических наук

1. Introduction.

In recent decades, the number of various messages in the media has been constantly increasing. The current situation requires the functioning of critical thinking to analyze the degree of objectivity of the statements contained in these messages. Such an analysis is associated with the implementation of logical actions aimed at analyzing these statements and correlating them according to the rules of logic. With the help of such actions, a person has the opportunity to substantiate or refute the proposed statements.

If the noted analysis ends with a correct conclusion, then critical thinking is characterized as evidential [11], since it is realized as scientific thinking based on understanding the essence of the matter, on identifying patterns of change in the objects under consideration [13].

If the analysis ends with an incorrect conclusion, then critical thinking is characterized as unsubstantiated [10], since it is realized as everyday, everyday thinking based on inaccurate, random and superficial information about the objects under consideration [9].

The need for an experimental examination of critical thinking in primary school students is based on the need for constant updating and deepening of curricula in middle school, especially in the natural sciences [17].

Mastering the basic principles and provisions of the noted disciplines involves, in particular, an analysis of approaches to achieving the desired result in matters of qualitative focus. In this case, the proposed special cases are considered in order to justify the legitimacy of using general patterns to the identified special cases. Correlating the individual and the general in order to draw a conclusion about the individual, the particular, based on the general, is one of the fundamental functions of critical thinking.

1.1. Research into the potential of critical thinking in primary school. students.

Evidence-based critical thinking is studied by psychologists in various contexts [7].

Thus, in one direction of research, the importance of improving critical thinking was discussed. In particular, the possibility of planning critical thinking training using appropriate educational materials was considered [19], it was indicated that in order to improve the critical thinking of primary school students, the teacher should encourage them to reason [22], it was emphasized that the ability of critical thinking in primary school students affects their success in the future and that the basis for improving critical thinking is the creative method [21].

In another direction, researchers studied the features of the conditions for improving critical thinking when mastering educational materials related to language. The first study considers a three-stage approach to the development of critical thinking based on linguistic realities [8], the second study considers CLIL as a condition for improving critical thinking in language learning [12], and the third study analyzes the possibilities of foreign language lessons for developing critical thinking skills in the 4th grade [23].

The third direction studied the possibilities of developing critical thinking using the material of academic disciplines not related to language. In one study, examining the features of studying fractions in the 4th grade mathematics course showed that students could not make the correct conclusion and give a reasoned explanation of the ways to achieve the required result in the proposed tasks [17], in another study, the problems of improving students' critical thinking are solved by using ICT in biology lessons when studying topics related to health [16], the third study analyzes the conditions for developing critical thinking when studying the school subject "Technology" [24], and the fourth study solves the problems of developing critical thinking when studying problems of morality and ethics [16].

The fourth direction studied the influence of the content of various types of teaching aids on the development of critical thinking. One study analyzed science textbooks for primary schools and showed that these textbooks do not have the conditions for improving a number of critical thinking skills [14], another study examined how children analyze information provided in word problems in mathematics [25], and a third study, when working with third-graders, found that a planned choice of the studied content contributes to the development of critical thinking [15].

1.2. Brief summary of the work.

As shown by the consideration of the content of the presented works, the researchers analyze the conditions for the functioning of critical thinking activity, mainly on school material.

Our preliminary group experiments demonstrated the possibility of studying critical thinking activity on extracurricular material of an entertaining nature. In these experimental classes, failing students were more confident, active and successful than in the framework of educational activities. It can be assumed that this fact is due to the fact that the use of academic knowledge was not required to achieve success on extracurricular material.

Our work is aimed at analyzing the conditions for the development of critical thinking activity in primary school students when solving extracurricular problems. In doing so, we relied on the activity-based approach proposed in Russian psychology by S. L. Rubinstein [6], A. N. Leontiev [4], V. V. Davydov [2].

The fundamental principle of the activity-based approach states that in order to improve an action, it must be part of the activity for the implementation of which its implementation is required. Based on this principle, we believe that the construction of reasoning for the implementation of a consistent conclusion is the type of thinking activity that requires the implementation of critical thinking actions.

This experimental work was aimed at identifying the possibilities of improving evidential critical thinking in third-graders. We assumed that school classes and a series of extracurricular additional classes developed by us under the conditional name "Derivation 1" to a greater extent ensure the formation of evidential thinking activity of a critical orientation than school classes alone. In making this assumption, we relied on the results of the above-mentioned preliminary experiments.

The study in question included three stages. The first stage (the initial period of the school year, September) was a group diagnostics of the level of development of critical thinking in schoolchildren of the control group (59 people) and the experimental (research) group (62 people). The children were offered a series of tasks based on the transitivity of a binary relation. The second stage (during the school year, from September to May), the 62 students took part in 30 extracurricular additional classes of the "Derivation - 1" series. The third stage (the end of the school year), children from both groups again took part in group diagnostics.

2.2. Materials and methods.

2.1. Characteristics of the classes that make up the "Derivation 1" series.

The "Derivation 1" series of classes was developed to organize 30 additional lessons with 10 types of original logical problems based on plots of an extracurricular nature.

The entire series of 30 additional lessons is divided into three periods: No. 1 – 10, No. 11 – 20, No. 21 – 30. In the first period, thinking activity is associated with choosing a solution from the given options, in the lessons of the second period (No. 11 – 20) – with choosing a question, in the lessons of the third period (No. 21 – 30) – with choosing the missing fragment of the problem conditions. Thus, the noted diversity of thinking activity allows students to create favorable conditions for improving critical thinking.

In lessons №№1, 11 and 21, students work on problems like “Who did what?”, in particular: “Anton, Kolya and Oleg wrote stories: someone about traveling, someone about sports, someone about animals. Kolya did not write about sports, but Anton wrote about animals. Who wrote stories about sports?”

In lessons №№2, 12 and 22, students work on problems like “Earlier, later”, in particular: “Alla and Vera were drawing birds. They started working at the same time and drew at the same speed. Alla drew more birds than Vera. Did Alla or Vera finish drawing earlier?”

In lessons №№3, 13, 23, the following tasks are worked on: “Similarities, differences”, in particular: “Fedya, Vasya, Yura received parcels: two boys from Tula, one from Ufa. Vasya received a parcel from Ufa. Where did Fedya receive the parcel from?” I

In lessons №№4, 14, 24, the following tasks are worked on: “Coincidences”, in particular: “On the wall of the house in different places – at the top, in the middle and at the bottom – the names of friends are indicated: TOLYA, VASYA, TANYA. The second letter of two names – at the top and in the middle – matches, the first letter of the names located in the middle of the wall and at the bottom matches. Which name is indicated in the middle of the wall?”

In lessons №№5, 15, 25, the following tasks are worked on: “Just like…”, in particular: “Vova and Dima were playing with cubes that had numbers on them. Vova got the number 451 from three cubes. After rearranging them, he got the number 154. Dima got the number 238 and then swapped them like Vova. What number did Dima get?”

In lessons №№6, 16, 26, the tasks of the “Combination” type are worked on, in particular: “Lyuda, Valya and Zina brought a doll each. One doll was in a white dress with long sleeves, another in a white dress with short sleeves, and the third in a green dress with long sleeves. The color of the dresses of Lyuda and Valya's dolls matched, and the length of the sleeves of Valya and Zina's dolls matched. Whose doll is wearing a white dress with long sleeves?”

In lessons №№7, 17, 27, the tasks of the “Older, younger” type are worked on, in particular: “Vitya and Oleg are cousins. When many years have passed, Vitya will be several years older than Oleg is now. Is Vitya younger than Oleg or is Oleg younger than Vitya?

In lessons №№8, 18, 28, the following tasks are worked on: "Closer, higher", in particular: "Two names were written with yellow and green markers:

KATYA

MASHA

The green name is below the yellow one. Is the name MASHA green or yellow?"

In lessons №№9, 19, 29, the following tasks are worked on: "Slower, faster", in particular: "Vova and Gena are tourists and set off on a hike at the same time: Vova from Tula to Ufa, Gena from Ufa to Tula. Three days later, Vova was closer to Tula than Gena was to Ufa. Which tourist walked faster?"

In lessons №№10, 20, 30, the following problems of the “Either one or the other” type are worked on, in particular: “The dogs – a bulldog, a shepherd, a greyhound – were in the garden: by the pond, by the barn, by the fence. First, they trained either the shepherd or the dog by the pond, then – either the dog by the pond, or the greyhound. Was the bulldog by the pond, by the fence, or by the barn?”

When solving problems in the 1st period, it was suggested to choose an answer from the given options. For example, the problem “Who did what?”: “Anton, Kolya, and Yura were making up stories: someone about traveling, someone about sports, someone about animals. Kolya did not make up stories about sports, but Anton made up stories about animals. Who made up stories about sports?” Solutions: 1) Anton, 2) Kolya, 3) It is not clear who, 4) Yura.

When solving problems in the 2nd period, it was proposed to choose a question from the given options, in particular, in such a problem: "Anna and Varya were drawing birds. They started working at the same time and drew at the same speed. Anna drew more birds than Varya." Which question is suitable for this problem: 1) "What birds were required to be drawn?" 2) "How many drawings were needed?" 3) Which of the girls finished drawing earlier?" 4) "At what time did the girls start drawing?"

When solving problems in the 3rd period, it was proposed to choose the missing fragment from the given options, in particular, in such a problem of the "Similarity, Difference" type: "Fedya, Vasya and Yura received parcels: two boys - from Tula, one - from Ufa. Vasya received a parcel from Ufa. Where did Fedya receive the parcel from?" What knowledge is missing to answer: 1) Yura received a parcel from Tula. 2) Vasya received a parcel from Tula. 3) Yura received a parcel from Ufa. 4) Vasya did not receive a parcel from Ufa.

In each lesson, children were given twelve similar problems, distinguished by important features. In the conditions and questions from the first to the fourth problems, affirmative formulations of judgments were used. In problems from the fifth to the eighth, the conditions contained affirmative formulations, and the questions contained negative formulations. In problems from the ninth to the twelfth, the conditions contained negative formulations, and the questions contained affirmative formulations.

To ensure variety of thinking activities, the first and second, fifth and sixth, ninth and tenth problems required finding an answer, while the third and fourth, seventh and eighth, eleventh and twelfth required evaluating the solution found. In any lesson, problems 1, 2, 3, 4 are the least complex (find a conclusion from 2 judgments), 5–8 and 9–12 are more complex, with three and four judgments, respectively. It is important to note that lessons 1–10 are associated with choosing a solution: one of them was formulated negatively, for example, as follows: “The problem question cannot be answered” or “It is not clear who”, “It is not clear what”. At the same time, for some problems, the negative solution was correct, for others, it was incorrect.

2.2. Organization of additional lessons.

Each lesson according to the “Derivation 1” program is conducted in three stages. In the first (15 minutes), the teacher and children consider the features of solving a problem of the type that corresponds to this lesson. Schoolchildren need to know what to look for in the problems of the proposed type and how to do it. Children are introduced to the techniques of analyzing the content of problems and the possibilities of monitoring and evaluating their actions.

At the second stage (30 minutes), schoolchildren solve 12 problems as part of independent work. In this case, the knowledge gained in the first stage is used.

At the third stage (15 minutes), the teacher and schoolchildren evaluate the results of independent work, paying special attention to incorrect solutions. In this case, the teacher again shows how to analyze problems and how to control their own actions.

2.3. Determining the development of critical thinking.

Before the start of 30 additional lessons (in September) and upon their completion (in May), a group lesson was held to determine the development of critical thinking. The subjects of the control and experimental groups solved logical problems included in the author's assignment "Relativity" related to the use of the property of transitivity of a binary relation: A> B, B> C, therefore, A> C.

Each schoolchild received a form with 12 logical problems.

FORM

1.Kolya is more confident than Galya. Galya is more confident than Alla. Who is the most confident?

2. Vitya is weaker than Kolya. Kolya is weaker than Dima. Who is the strongest?

3. Igor is more successful than Oleg. Igor is less successful than Sasha. Who is the most successful?

4. Nadya has more books than Valya. Nadya has fewer books than Olya. Who has the fewest books?

5. Lida is bigger than Galya. Galya is bigger than Olya. Who is the biggest?

6. Vitya is bigger than Misha. Miga is bigger than Vova. Who is the biggest?

7. A goat is lighter than an ant. A goat is heavier than a giraffe. Who is the lightest?

8. A dog is smaller than a fly. A dog is bigger than a cow. Who is the biggest?

9. Egorov is 5 years older than Bokov. Egorov is 68 years younger than Kotov. Who is the youngest?

10. Katya was driving a little faster than Anya. Katya was driving much slower than Varya. Who was driving the slowest?

11. Galya listens to music more often than Nadya and draws animals better than Vika. Galya listens to music less often than Vika and draws animals worse than Nadya. Who listens to music the least? Who draws animals the worst?

12. Egor jumps higher than Kolya and swims further than Vova. Egor jumps lower than Vova and swims closer to Kolya. Who jumps the highest? Who swims the farthest?

* * *

After handing out the forms, the students were told: “There are 12 problems printed on each sheet. Problems 1, 2, 3 and 4 are the easiest. You should read them, think about the solution and find the answer. In it you need to indicate the name of the one who is the most confident, the strongest, the most successful and who has the fewest books.

Problems 5 and 6 contain artificial words that replace such well-known words as higher, smarter, braver. When solving these problems, you need to mentally substitute well-known words for the artificial words.

Problems 7 and 8 are fairy tales. They say something unusual about well-known animals. To solve these problems correctly, you need to take into account only what is written in the conditions.

Problems 11 and 12 require answering two questions.

Be attentive and independent when solving the problems."

The 12 logical problems placed on the Form differ in the number of judgments contained in their conditions. To solve problems 1–4, two judgments are analyzed and compared. To solve problems 5–10, you also need to consider two judgments. However, unlike problems 1–4, problems 5–10 contain additional data that should be ignored when searching for a solution. Problems 11 and 12 are significantly more difficult than the previous ones, since their solution requires analyzing and correlating four judgments.

The noted characteristics of the 12 problems allow us to classify problems 1–4 as the first level of complexity, problems 5–10 as the second level, and problems 11–12 as the third level of complexity.

3. Results.

Table. The number of students in the control (C) and experimental (E) groups (proportional to the total number of students in each group) who correctly solved problems 1–4, 5–10, 11, and 12 of the “Relativity” assignment in September and May (in %).

Problems	September		May	
	K group, n(%)	E group, n(%)	K group, n(%)	E group, n(%)
1 – 4	47 (79.7)	48 (77.4)	51 (86,4)	57 (91.9)
5 – 10	24 (40.7)	23 (37.1)	36 (61.0)**	50 (80.6)**
11 и 12	1 (1,7)	1 (1.6)	4 (6.8)*	12 (19.4)*

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

The table data show that in each group in May, compared to September, there were more students who correctly solved problems of each of the three difficulty levels.

First, the success rate of actions in relation to problems of the first difficulty level in the control group increased by 6.7% (from 79.7% to 86.4%), and in the experimental group the increase was more noticeable – by 14.5% (from 77.4% to 91.9%).

The latter indicator shows that in the experimental group almost all students coped with problems of the first difficulty level as a result of a year of classes according to the “Derivation 1” program.

Second, the success rate of actions in relation to problems of the second difficulty level in the control group increased by 20.3% (from 40.7% to 61.0%), in the experimental group the increase was much more significant: by 43.5% (from 37.1% to 80.6%). An important fact is that the difference in the success rates of actions in relation to problems of the second complexity level in the control and experimental groups - 61.0% and 80.6% - is statistically significant (at $p < 0.01$).

Thirdly, the success rate of actions in relation to problems of the third complexity level in the control group increased by 5.1% (from 1.7% to 6.8%), in the experimental group the increase was significantly more significant (more than three times): by 17.8% (from 1.6% to

19.4%). An important fact is that the difference in the success rates of actions in relation to problems of the third complexity level in the control and experimental groups - 6.8% and 19.4% - is statistically significant (at $p < 0.05$).

Thus, the noted increase in the success of solving problems of three levels of complexity in the experimental group indicate a significant influence of mastering the content of additional lessons on the material of the tasks "Derivation 1" in unity with mastering the content of school lessons on the success of children's actions in relation to the problems of the "Relativity" methodology, which are solved using the property of transitivity of a binary relation.

In general, the considered data of the experimental work indicate the peculiarities of improving evidential critical thinking in third-graders throughout the school year. The results characterizing the increase in the success of actions in relation to the tasks of the "Relativity" task in May (relative to September) show that some lessons of educational content make a significantly smaller contribution to the improvement of evidential critical thinking than lessons of educational content in unity with lessons of non-educational content of the "Derivation 1" program.

The conducted research confirms the initial hypothesis that lessons on the program "Derivation 1", related to solving 10 types of original logical problems, built on plots not related to the educational content, really contribute to the improvement of critical thinking in third-graders.

4. Discussion.

4.1. Experimental conditions.

The results of the study are related to the characteristics of the logical problems included in the program "Derivation 1". In particular, students need to solve ten types of problems. In this case, any type of problem is offered in structural versions related to finding a solution, choosing a question from the given options, choosing a part of the condition from the proposed options. In addition, students complete tasks not only to find a solution, but also to check it.

At the same time, as part of independent work, students solve problems of varying complexity, using affirmative and negative statements, as well as problems where the correct answer is: "The problem has no solution." The characteristics of additional lessons are also of great importance for the results of the study. Thus, over the course of 9 months (from September to May), children mastered the material of 30 lessons (one per week). Each lesson included three periods: preliminary discussion (approximately 15 minutes); independent work (approximately 30 minutes); final discussion (approximately 15 minutes).

4.2. Scientific significance of the study.

The study allowed us to obtain new knowledge about the conditions for improving critical thinking in third-graders. This knowledge expands and clarifies the ideas of developmental and educational psychology about the possibilities of developing children's mental abilities during primary school education.

The results of our study serve as an additional argument in favor of the position of L. S. Vygotsky [1] in his polemics with J. Piaget [5]. Considering the problem of the relationship between learning and development, L. S. Vygotsky argued: "... Only that learning in childhood is good that runs ahead of development and leads development behind itself..."

Our study shows that learning with the help of a teacher (i.e., within the zone of proximal development) contributes to a significantly more intensive (in relation to the control group) improvement of critical thinking actions.

4.3. Limitations of the study.

The data obtained in the work should be considered taking into account a number of limitations, one of which is related to the composition of children in the control and experimental groups.

Thus, the results of children's actions in relation to the logical problems of the "Relativity" task in September were expressed in the fact that 40.7% of students in the control group coped with the problems of the second level of complexity, and 37.1% in the experimental group. If not so many students in both groups solved these problems, for example, 20% or 15% in groups, then the success of additional lessons would be much less.

Another limitation is related to the composition of teachers. The experience of teaching in elementary grades of teachers in the control and experimental groups was, on average, 15 - 20 years. If additional lessons were conducted by teachers with less experience, for example, 3 - 5 years, then the improvement of critical thinking of students in the experimental group would be less effective.

4.4. Problems of further research.

The results of the work carried out allowed us to formulate a number of problems for further study.

It is planned to carry out similar work with fourth-graders for a more complete and more accurate characterization of the influence of the "Derivation 1" program on the improvement of critical thinking in younger students.

It is necessary to determine the optimal composition of logical problems included in the program "Derivation 1" for schoolchildren of different ages: 10 - 12 years.

It is necessary to characterize the effectiveness of independently composing logical problems for the formation of critical thinking.

5. Conclusions.

The study examined the conditions for improving critical thinking in third-graders. It was found that as a result of mastering the content of school lessons in unity with mastering the content of the program "Derivation 1", the improvement of evidential critical thinking occurs significantly more intensively than as a result of mastering the content of school lessons alone.

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REVIEWS AND ANALYSIS

UDC 81

Lashina E.N. The development of the impersonal form of the verb "Infinitive" in Middle English and New English periods

Lashina Ekaterina N.,
Senior Lecturer of the Department of Foreign Languages,
St. Petersburg State University of Industrial Technology and Design.
Higher School of Technology and Energy

Abstract. *In linguistic science, the infinitive has attracted the attention of researchers for several decades. In English, the infinitive is traditionally considered an impersonal form of the verb, but at the same time it is a unique form, since it is a "building" material for the formation of personal forms of the verb, and it also contains the entire paradigm of forms that is inherent in personal forms. This article presents an analysis of the development of the impersonal form of the verb "Infinitive" in Middle English and New English periods.*

Keywords: *infinitive, impersonal form of the verb, meaning, construction, Middle English period, New English period.*

Рецензент: Крохмалева Елена Георгиевна - кандидат педагогических наук, доцент.
Заведующий кафедрой инженерии и образовательных дисциплин ГОУ ВО ЛНР
"Луганский государственный университет им. В. Даля".
Член-корреспондент Луганской академии технических наук

The history of the development of impersonal forms of the verb is the history of their gradual inclusion in the verbal system, as a result of which, in order to identify their specificity in modern English, their verbal properties are of greater importance than their original nominal features. With regard to nominal features, impersonal forms retain their characteristic historical connections with the noun (infinitive and gerund) and with the adjective (participle), while verbal features are mainly the result of their gradual and long-term development [1].

This article discusses the infinitive, its development in Middle English and New English periods. The infinitive is one of the most controversial linguistic phenomena in linguistics and to this day generates disputes and discussions among linguists regarding the definition of the term, the essence of the infinitive and its functioning in a sentence [2].

Some researchers resolutely separated the infinitive from the verb, believing that the infinitive does not belong to either the predicative or attributive forms of the verb, but is a noun with a verbal base, and therefore the infinitive was declared a special part of speech and was considered a word that is not subject to conjugation. Other researchers emphasized that the infinitive in English is a "verbal nominative," i.e., the basic, original form of the verb [3].

It is necessary to turn to history to consider this impersonal form of the English verb in its development. The infinitive is a verbal noun by its origin. In Old English (7th-10th centuries), it had all the morphological and syntactic properties inherent to a noun, in particular, it changed by case. In the English language of the ancient period, the infinitive had forms of two cases: nominative and dative. However, in Old English, the infinitive had already lost its case endings [4].

From a structural-grammatical point of view, the forms of the infinitive are no different from the forms of the personal verb in their method of formation; each form of the infinitive is, as it were, a generalization of the corresponding personal forms of the verb [5].

In the Middle English period, due to the reduction of endings, the formal distinction between the declinable and indeclinable forms of the infinitive disappears. Both endings -an, -anne (-enne) are reduced to a single form -e(n). At the same time, the former preposition to loses its meaning, undergoes phonetic reduction and begins to be perceived as a pre-infinitive particle, which can optionally act in any function.

To highlight the infinitive of purpose, a new form is created with the preposition "for", and the infinitive in this function always acts with the particle "to":

"Se kyng hit dide for to hevene sibbe of se eorl of Angeow" – "This king did it to become related to the Count of Anjou."

The use of the infinitive of purpose with the preposition "for" is widespread until the end of the Middle English period.

From the Middle English period, the particle "to" becomes a formal indicator of the infinitive. In the Early Modern English period, the same verb could be used with or without the particle "to" in the same circumstances:

"I see him come"; "I saw her coral lips to move".

Only with modal verbs was the infinitive with "to" never used, with the exception of the verb ought (to):

He ought to know it better.

The particle "to" was established as a morphological marker of the infinitive at the very end of the Early Modern English period. At this time, the infinitive, having completely lost its inflection, coincided in form with some personal forms of the verb and therefore began to need a special morphological marker. In modern English, it is a means of distinguishing the infinitive from the homonymous conjugation forms of the verb [6].

The first instances of the use of the "split" infinitive appear from the 14th century, that is, the placement of a pronoun, adverb or particle between "to" and the infinitive:

"He sal send Angels for to pe defend" – "He will send angels to protect you." In the early modern English period, the "split" infinitive ceased to be used as widely as in the 15th century.

Normative grammarians finally condemned this form as incorrect. The use of the split infinitive began to be considered a gross violation of grammatical norms. In modern language, its use has still been preserved, but only to a very limited extent [7].

In the Middle English period, the infinitive acquired new verbal features, the main one being the emergence of analytical forms. The infinitive acquired a whole system of forms built parallel to the analytical personal-verb forms.

Thus, in the Middle English period, the perfect and passive forms of the infinitive emerged, and in the Early Modern English period, the Continuous and Perfect Continuous forms of the infinitive emerged.

The perfect infinitive is formed from the infinitive of the verb have and the participle II of the conjugated verb. Just like the simple infinitive, it can appear up until the end of the Early Modern English period with or without the particle to:

"We wened haf lorn pe seignorie" – "We thought that we had lost the estate".

Since its inception, the perfect infinitive has denoted an action that preceded another action. In addition, the perfect infinitive conveyed a desired action that, however, did not take place and therefore belongs to the past tense:

"With how mochel woldestow han bought the fulle knowe of thys?" – "For how much would you like to buy full knowledge of this?"

Specific to Middle English was the use of the perfect infinitive to convey an intended action, simultaneous with the action expressed by the personal form of the verb. This use occurs after verbs expressing desire, intention, assumption, hope, fear, etc.:

"And on hir bare knees adoun they falle and wolde have kist his feet" – "And they fell on their knees and wanted to kiss his feet."

This use of the perfect infinitive almost completely disappears in the 14th-15th centuries.

In Middle English and partly in Early Modern English, the antecedent action could sometimes be expressed by means of a simple infinitive (especially when the infinitive was formed from liminal verbs). The emergence of the passive form of the infinitive played a major role in clarifying the object-predicative relations between the infinitive and the person or thing with which it was related.

The passive form of the infinitive was formed with the help of the auxiliary verb "ben" (less often "wurrpenn") and the participle II of the conjugated verb.

The passive form of the infinitive is used with or without the particle to and performs all the functions characteristic of the infinitive.

For example:

In the function of an attribute: "All alls he w re an lamb to ben offredd" – "As if he were a lamb that needed to be sacrificed";

In the function of a circumstance of purpose: "Pu ... cumest her att me to wurrpenn fullhnedd" – "You ... will come here to me to be baptized";

In the function of an object: "Him pynceo to ben overcumen" – "It seems to him that he is defeated";

By the end of the Middle English period, the perfect passive form of the infinitive also appears:

"I nolde to han ben crowed queene" – "I would not like to be crowned queen".

In the second half of the Early Modern English period, the continuous form of the infinitive appears:

"I do not know as I have any right to be talking about Mostyn's affairs".

The perfect continuous infinitive appears last:

"I pretended to have been looking for my papers for the last half hour".

In Middle English, the infinitive, acting as a definition, mainly enters into an objective-predicative relationship with its determinate, i.e., the determinate is the person or object to which the action of the infinitive is directed. In this case, the defined can act both as a subject and as an object:

"Nere ther non emptistude I'the heorte to underuongen fiesliche leihtern" – "There was no free space in the heart in which carnal joy could be found"; "He hade schame to schryfe hym of many synnys" – "He had a shame to write to him about many sins".

In the 14th-15th centuries, there is a further clarification of the object-predicative relations of the infinitive with its defined. This is manifested, on the one hand, in the use of the passive infinitive in the function of definition. The passive infinitive most clearly indicates that the defined word is the object of its action:

"We have sent you a letter to be taken unto my Lord of Bedferd" – "We have sent you a letter that needs to be delivered to Lord Bedford". On the other hand, the clarification of the object relations between the infinitive and the word it defines is expressed in the use of a preposition after the infinitive. In the 15th century, the use of such prepositions as "in", "upon", "with", "to", "for" with the infinitive in the function of definition was recorded:

"And gaffe hem londe to lyve upon" – "And they gave them land on which they could live."

Beginning in the 16th century, there were a large number of cases in which the attributive infinitive entered into subject-predicative relations with its determinate:

" We sent … my brother to the knight to know wether they were spyes or men to kepe the passage."

By the end of the 17th century, the subject and object relations of the infinitive with its determinate had received a clear form of expression, however, from the moment the attributive infinitive emerged and to this day, there have been constructions in the language in which the active infinitive appears with a passive meaning:

15th century: "But there is no water to drynke."

16th century: "For there is no tyme in which the ploughman hath not some special worke to do."

17th century: "Indeed we find our men never so cheerful as when there is work to do."

Modernity: "There was nothing to do (=to be done)".

Since the end of the 14th century, the range of verbs that can be followed by "Complex Object" has expanded. This expansion occurs due to borrowings from French, as well as due to the expansion of the compatibility of verbs of a number of semantic groups, such as verbs of mental and psychic activity:

"He knowith me admytte the writings of doctouris".

In the early modern English period, a second secondary predicative construction with the infinitive "The for-to-Infinitive Construction" appears. With the appearance of this construction, the infinitive gains the ability to combine with its own subject, acting as any member of the sentence.

This construction arises as a result of the re-decomposition of the syntactic structure of the sentence. In Middle and Early Modern English, there were sentences in which the preposition "for" introduced a prepositional complement with the meaning of a person. The infinitive with the words related to it also formed a separate member of the sentence. Between these two members of the sentence there was an intonation pause, which was an external designer of the separateness of these two syntactic units.

However, during the Early Modern English period, there is a rethinking of the relationships in sentences of this type. Since the complement in content expressed the subject of the infinitive's action and since it was during this period that the subject-object relationships of the infinitive with the nominal member of the sentence were clarified, the complement was united intentally with the infinitive. As a result, instead of two independent members of the sentence, one, complex member of the sentence arose, expressed by the newly emerged infinitive secondary-predicative construction.

The indicator of the final morphologization of this construction is the possibility of using it as a subject. This indicates that the prepositional group has only an internal connection with the infinitive and does not have an external syntactic connection with any other verb:

"For man to tell how life began is hard."

At the same time, an absolute secondary-predicative infinitive construction appears:

"Heaven would that she these gifts should have? And I to live and die her slave."

In the Early Modern English period, there was a tendency to use the infinitive where in modern language a subordinate clause or gerund would be used:

- Early Modern English period: "To say to goe with you I cannot";
- modern version: "I cannot say that I'll go with you."

The peculiarity of impersonal forms of the verb, including the infinitive, is that historically they go back to names, but in the process of development they gravitate towards the verb, acquiring verbal categories, while preserving their individual features. According to researchers, the infinitive is not the center of the verbal system, but its outskirts. Therefore, it is quite natural that there remain questions that require further research and study, in particular, this is related to a detailed study of the use of the infinitive in constructions.

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UDC 81

Poltoratskaya N.I., Kirillova V.V. The concept “cognitive” in the context of interdisciplinary research

Понятие «когнитивный» в контексте междисциплинарных исследований

Poltoratskaya Natalia I.,
Kirillova Victoria V.
Saint Petersburg State University of Industrial Technologies and Design
The Higher School of Technology and Energy, the foreign languages department,
Saint Petersburg, Russia
Полторацкая Наталья Ильинична,
Кириллова Виктория Витальевна
Санкт-Петербургский государственный университет промышленных технологий и дизайна. Высшая школа технологии и энергетики, кафедра иностранных языков,
Санкт-Петербург, Россия

Abstract. *The history of emergence and the diversity of the concept "cognitive" usage in various humanities, having a connection with different branches of psychological knowledge, as well as with philosophy, linguistics, and computer science are considered. An attempt is also made to trace some links between the branches of these sciences and the theory and practice of foreign language teaching.*

Keyword: *cognitive; cognitive abilities; cognitive aspect; cognitive modelling; cognitive style; cognitive psychology; psycholinguistics; cognitive linguistics; cognitivism.*

Аннотация. Р*ассматривается история появления и многообразие использования понятия «когнитивный» в различных гуманитарных науках, имеющих связь с различными отраслями психологического знания, а также с философией, языкознанием, информатикой. Предпринята также попытка проследить некоторые связи отраслей этих наук с теорией и практикой преподавания иностранных языков.*

Ключевые слова: *познавательный; когнитивный; когнитивные способности; когнитивный аспект; когнитивное моделирование; когнитивный стиль; когнитивная психология; психолингвистика; когнитивная лингвистика; когнитивизм.*

Рецензент: Королева Вера Владимировна - доктор филологических наук, доцент. Заведующий кафедрой Второго иностранного языка и методики преподавания иностранных языков. Владимирский государственный университет им. братьев Столетовых

Начиная со второй половины прошлого века в среде ученых широко используется слово «когнитивный». Связанные с ним понятия вошли в научный аппарат многих дисциплин, в той или иной степени связанных с изучением интеллекта человека. Так, например, когнитивный анализ – это метод изучения процессов познания человеком окружающего мира и приобретения им новых знаний, тогда как когнитивная система человека – это центральная нервная система и органы чувств, которые обеспечивают процесс познания человеком окружающего мира. Когнитивный подход основан на утверждении сходства между мозгом человека и компьютером в способах обработки и хранения информации в долгосрочной памяти в виде неких схем, в которых объединены связанные между собой концепции и понятия.

Когда французский мыслитель XVII века Р. Декарт впервые сформулировал свой известный афоризм «cogito ergo sum» (Я мыслю, следовательно, я существую), нельзя было и помыслить о том, что это его «cogito» станет зерном того, что позднее назовут когнитивным мышлением. По замечанию современного французского философа Ж. Делеза, Декарт обосновано настаивал, что «у каждой способности есть свои особые данные – чувственное, памятное, воображаемое, интеллигибельное» [1, с. 168]. Разве это не совпадает с тем, что современные ученые относят к когнитивным способностям, а именно к вниманию, памяти, мышлению, восприятию и анализу информации? «Таков смысл «cogito» как начала: оно выражает единство всех способностей субъекта» [1, с. 168].

Само слово «когнитивный» происходит от латинского «cogniscere» (знать, познавать) и его можно понимать как «познавательный», «имеющий отношение к познанию». Впервые слово «когнитивный», в несколько отличном значении, было введено в научный оборот в 1956 году американским психологом Д. Миллером, обозначившим им способность человека воспринимать, хранить и перерабатывать информацию.

Если рассматривать слова «когнитивный» и «познавательный» в качестве строгих терминов, то современные российские психологи обращают внимание на принципиальное различие между ними. «Познавательный» значит связанный с отражением реальности в сознании человека, тогда как «когнитивный» значит сосредоточенный на изучении действия механизмов обработки человеком информации, то есть на процессе формирования познавательного образа.

В 60-е годы прошлого века швейцарский психолог Ж. Пиаже заложил основы когнитивной психологии, проявив интерес к развитию когнитивных способностей по мере развития личности; ему принадлежит описание последовательных стадий формирования интеллекта.

В 70-е годы в отечественной психолингвистике, наряду с личностным аспектом, был рассмотрен и когнитивный аспект обучения иностранному языку. Когнитивный аспект изучения языка обусловлен подходом к нему как к определенного рода когнитивной способности человека.

Интенсификация процесса обучения иностранным языкам происходит на нескольких уровнях: дидактико-методическом, обусловленном учебной деятельностью учащегося, и социально-психологическом.

Когнитивный аспект в обучении иностранному языку обрел зримые черты в связи с достижениями отечественной психологии, которые привели к созданию психолингвистической модели, в основе которой последовательное сопоставление изучаемого и родного языков. Такая модель создавала предпосылки для оптимизации учебной деятельности. Другое преимущество ее использования заключалось в том, что она обеспечивала более отчетливое понимание взаимосвязи между сознательными и менее осознанными составляющими в речи на иностранном языке. И наконец, психолингвистическая модель позволяла осуществлять коррекцию зафиксированных различий и систематизировать полученные результаты.

В подобной системе воззрений важным когнитивным принципом преподавания иностранного языка выступает не только прагматичное овладение этим самым языком как средством общения, но и овладение им как средством открытия новых горизонтов в привычной картине мира, а также обогащение его прежнего образа.

Определяя первостепенную и сущностную значимость языка, современный немецкий философ Х.-Г. Гадамер настаивает, что «язык представляет собой нечто, что опосредует любой подступ к миру» [2, с. 212], и утверждает, что «бытие, которое может быть понято, есть язык» [2, с. 208]. Сам язык, в свете таких представлений, нередко рассматривают как некое сложное когнитивное умение.

С начала 80-х годов прошлого века центром интереса исследователей стала принципиально важная для преподавателей связь между когнитивным аспектом процесса перевода с иностранного языка на родной или наоборот и совокупностью знаний о том, кто именно осуществляет этот перевод. Была предпринята попытка перейти от собственно языка к изучению закономерностей процесса мышления с целью установления того, что стимулирует выбор того или иного конкретного языкового средства. Иными словами, речь шла о когнитивном моделировании процесса перевода, о своего рода виртуальном переводе, который начинает формироваться в сознании, дублируя текст оригинала.

Следует отметить, что при разработке методов обучению иностранным языкам, отечественная наука успешно избегает «перекоса» в сторону психологии в ущерб лингвистическому аспекту. Само определение «психолингвистика» закрепляет эту двойственность подхода к преподаванию. Именно психолингвистика призвана обеспечить преподавателя проработанными стратегиями языковой интерференции и контрастивного анализа (с его привилегированным вниманием к анализу ошибок) в рамках контрастивной лингвистики.

Своего рода рефреном к «открытиям чудным», уготованным студентам при знакомстве с неожиданными несоответствиями между родным и иностранным языком, могла бы стать фраза, ставшая в последнее время едва ли не клише: «А что, так можно было?». Степень «удивления» зависит от общего уровня культуры, влияющего на гибкость восприятия. Выдающийся лингвист Л.В. Щерба, всю жизнь проработавший в Санкт-Петербургском университете, рассказывал своим молодым коллегам, как в 20-х годах прошлого века один из студентов рабфака крайне болезненно перенес тот факт, что слово «стол» по-французски женского рода. Стол – и вдруг женского рода! Хаос вторгся в устоявшуюся картину мира… Нынешних студентов таким не удивить, но, например, правила согласования времен в изучаемых в вузе европейских языках порой воспринимаются ими как некое лишнее и необоснованное усложнение в сравнении с русским языком. Они весьма далеки от любования логичностью и упорядоченностью распределения в этих иностранных языках временных потоков, реально относящихся к удаленным друг от друга точкам на временной оси.

Кроме того, когнитивная психология может помочь педагогам понять, как происходит развитие когнитивных способностей, учащихся с течением времени. Например, упомянутая выше теория когнитивного развития Пиаже подчеркивает различные стадии когнитивного развития, которые проходят учащиеся от детства до взрослой жизни, и то, как меняется их понимание мира на каждой стадии. Это важно для педагогов, поскольку может помочь им выбрать методы обучения, оптимально соответствующие уровню подготовки студентов. Кроме того, когнитивная психология способна предоставить обоснованные ответы на вопрос, как происходит развитие когнитивных способностей учащихся с течением времени.

Началом 80-х годов прошлого века датируется возникновение когнитивистики: науки, возникшей из интереса психологов к установлению связи между когнитивным аспектом процесса перевода с одного языка на другой и совокупностью знаний, которыми владеет тот, кто перевод осуществляет. Очевидно, что теория перевода, разрабатываемая когнитивистикой, может со временем способствовать получению результатов, применимых на практике в обучении иностранным языкам.

К когнитивным наукам в широком смысле можно отнести совокупность таких областей знаний как философия, антропология, нейронауки. Общий и настоятельный интерес к когнитивной деятельности человека, к возможности развития его интеллекта как никогда злободневен в последнее время, когда в информационном пространстве все увереннее заявляет о себе искусственный интеллект.

Все эти науки, несомненно, вносят свой вклад в изучение человеческого сознания, но особого интереса, с точки зрения преподавания иностранного языка, все-таки заслуживают когнитивная психология и когнитивная лингвистика. Именно эти науки изучают методы, обеспечивающие развитие тех когнитивных способностей, которые столь необходимы при освоении иностранных языков. Когнитивный подход важен и актуален, он приобретает разнообразные формы в зависимости от того, в какой области знаний он применен.

Возвращаясь к хронологии, заметим, что в 50-70-х годах наметилось еще одно использование слова «когнитивный»: психологи заговорили об индивидуальных и специфических методах работы с информацией, которые и получили название «когнитивные стили».

Само понятие «когнитивный стиль» утвердилось в отечественной психологии в 70-е годы прошлого века. Когнитивные стили представляют собой обусловленные личностными качествами способы восприятия и переработки человеком информации о существующей действительности. Присущий каждой отдельной личности специфический когнитивный стиль формирует его интеллектуальное поведение. Пользу от осознания сильных и слабых сторон когнитивного стиля, будь это ваш собственный когнитивный стиль или подвергнутый анализу стиль ваших студентов, переоценить невозможно.

В 80-е годы в отечественной психологической науке наметилась тенденция вольно и весьма отвлеченно толковать понятие «когнитивный стиль»; свидетельством тому можно считать появление работ, повествующих об оценочном стиле, а еще об эмоциональном стиле, и о стиле жизни личности, и о стиле активности, и о стиле педагогического общения, и о стиле саморегуляции деятельности...

Множественность аспектов исследования, когда самые разные психические активности в итоге «притягиваются» к единому, но излишне расплывчатому понятию «стиля человека», отсылают нас к известному афоризму французского натуралиста XVIII века Ж. Бюффона: «Стиль – это человек». Таким образом то понимание стиля, что только брезжило на заре формирования научного подхода к изучению человека, пройдя через бесчисленные уточнения и разграничения, в какой-то момент в результате не совсем правомерного гиперобобщения вновь стало востребовано научной мыслью.

На фоне многочисленных работ, посвященных стилю интеллектуальной деятельности, выделяются труды М.А. Холодной. Описанные ею признаки когнитивного стиля не только подтверждают многомерности самого понятия, но и заслуживают самого пристального внимания. Когнитивный стиль – это устойчивое свойство личности, которое, как правило, гарантирует определенный способ интеллектуального поведения, восприятия и анализа ситуации.

О когнитивном стиле можно говорить, как о структурных особенностях познавательной сферы и ее организации, как об индивидуально-своеобразных способах получения когнитивного продукта, а также как о биполярном измерении, в пределах которого когнитивный стиль описывается путем обращения к двум крайним формам интеллектуального поведения. К нему нельзя применять оценочные суждения, поскольку у представителя каждого полюса есть черты, которые, в зависимости от ситуации, следует оценивать в одном случае как способствующие успешной деятельности, а в другом – как вредящие ей.

Перед преподавателем иностранного языка стоит задача внести свой вклад в развитие когнитивных способностей учащихся. Когнитивные способности представляют собой ментальные процессы, которые включают в себя прежде всего память как способность к длительному или кратковременному хранению информации, внимание как способность сосредоточиться на отдельном явлении, мышление как способность структурировать информацию и создавать новые идеи.

Когнитивная психология представляет собой область исследований, которая фокусируется на понимании того, как разум обрабатывает информацию, мобилизуя память, внимание и мышление. В образовании когнитивная психология играет важную роль в понимании того, как учащиеся учатся и как разрабатывать эффективные методы обучения.

Одним из ключевых понятий в когнитивной психологии, которое имеет отношение к образованию, принято считать представление о рабочей памяти. Под рабочей памятью обычно понимают способность удерживать информацию в сознании и манипулировать ею в течение короткого периода времени. Исследования показали, что студенты с более высоким уровнем рабочей памяти, как правило, показывают более высокие академические результаты. Это привело к разработке методов обучения, направленных на увеличение объема рабочей памяти учащихся, таких как использование мнемонических приемов и других вспомогательных средств для запоминания. Было установлено, что эти методы эффективны для более широкого охвата информации в памяти и, как следствие, для повышения общей успеваемости студентов.

Если необходимо способствовать переводу информации из рабочей в долгосрочную память, то и на такой случай выработаны специфические приемы. Но было бы ошибочно отказываться и от того, что уже давным-давно вошло в практику, поскольку, с точки зрения философии, «язык организует свою систему в целом как одетое повторение благодаря своей в высшей степени позитивной силе» [1, с. 350].

Еще одна важная концепция когнитивной психологии, имеющая отношение к образованию, – это идея метапознания. Метапознание означает способность думать о собственном мышлении. Другими словами, это способность размышлять о собственном процессе обучения. Исследования показали, что студенты, которых обучают метакогнитивным стратегиям (например, как ставить цели, как следить за собственным прогрессом и оценивать собственное понимание), обычно более успешны в учебе. Метакогнитивные стратегии также могут помочь студентам стать более независимыми в своих суждениях, они получают способность определить в обучении собственные цели и наметить способы их достижения.

Когнитивная психология призвана помогать преподавателю в создании учебной программы с учетом особенностей работы с информацией, присущих конкретным студентам. Так, если усвоение информации студентом происходит при доминировании зрительного восприятия и у него хорошо развита зрительная память, предпочтение следует отдавать визуальному формату, а если у него доминирует слуховое восприятие, то особого внимания заслуживает аудиальный формат.

Суммируя все вышесказанное, представляется возможным сделать вывод о прекрасных перспективах дальнейшего использования всего богатства методов, выработанного учеными и практиками в сфере когнитивной лингвистики и смежных с нею областях.

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Abdykalykov A. Civil liability for environmental damage

Abdykalykov Askar
master's degree, IIT Chicago Kent College of Law
IIT Chicago Kent College of Law

Abstract. *This article examines civil liability (CL) for environmental damage in the USA, with a focus on the application of legal norms to large enterprises and businesses. It explores the legal framework, including federal laws such as the Clean Air Act, the Clean Water Act, and the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA), as well as the role of state legislation. Various forms of liability are analyzed, including fines, compensations, lawsuits, class actions, and environmental restoration measures. The article discusses the challenges in implementing CL mechanisms, including difficulties in proving fault, assessing damages, and the protracted nature of legal proceedings. Measures to prevent environmental damage are proposed, such as adopting eco-friendly technologies, developing corporate environmental policies, and enhancing employees' environmental awareness.*
Keywords: *civil liability (CL), environmental damage, USA, large enterprises, environmental restoration, legal framework.*

Рецензент: Булгакова Ирина Николаевна - Доктор экономических наук, доцент. Доцент кафедры системного анализа и управления
ФГБОУ ВО «Воронежский государственный университет»

Introduction

In the modern world, environmental pollution has acquired a global dimension, especially in the context of the activities of large industrial enterprises and businesses. As one of the leading economies of the world, the USA also faces enormous environmental challenges caused by large-scale industrial activities, resource extraction, and widespread use of technology. In response to these threats, a comprehensive legal framework has been developed to regulate civil liability (CL) for environmental damage.

An important role in ensuring environmental safety and fair compensation for damage caused to the environment is played by CL. Its mechanisms include financial compensation for damages and obligations to eliminate the consequences of environmental harm, which is especially relevant for large corporations and industrial enterprises whose activities have a substantial impact on nature and society. Nevertheless, all these mechanisms, when put into practice, present some difficulties: legal contradiction, difficulty in the control and proof of environmental damages, and strategies of corporations to avoid responsibility. The aim of this study is to explore the legal aspects of CL for environmental damage in the USA.

Main part. Legal framework of CL in the USA

Representing a complex and multifaceted system of legal acts, CL for environmental damage combines federal legislation with norms at the state level. This structure allows for multi-level regulation of environmental risks. Its primary goal is to compensate for damages, restore the disrupted ecological balance, and prevent repeated instances of harm.

At the federal level, CL is based on several foundational acts that establish the obligations of enterprises to take measures for the mitigation of the effects of pollution and compensation for damages. One of such acts is the **Clean Air Act**, which aims at preventing emissions of noxious substances into the atmosphere. It requires companies to monitor the level of their emissions and establishes civil penalties, including fines and requirements for pollution remediation, for violations. One of the salient features of this law is that companies must be able to adopt technologies that reduce air pollution and monitor the level of emission regularly.

Another important legal act is the **Clean Water Act**, which regulates the discharge of industrial waste and wastewater into water resources. According to the law, companies must obtain permits for discharges and comply with strict water quality standards [1]. Violations result in CL, including financial sanctions and mandatory ecosystem restoration measures. Judicial practice demonstrates that significant rulings against major industrial corporations polluting rivers, lakes, and other water bodies have been based on this law.

Among various parts of the liability system, one prominent piece of legislation stands **Comprehensive Environmental Response, Compensation, and Liability Act** (CERCLA), which manages large-scale pollution releases that also involve accidents or spills, for which liable businesses should pay all site clean-up costs or fund remedial measures that return natural environments to acceptable standards [2]. The importance of this law is in its retrospective power: companies can be held liable for pollution that happened long before the existence of this law if their activities are found to be the cause of the damage. Also, CERCLA introduces joint and several liability mechanisms that allow the costs to be distributed among multiple responsible parties.

Mechanisms of CL include not only monetary compensation but also obligations to restore the damaged environment and include in themselves environmental protection activity and the remediation of ecological damage. In this context, the principles of **«polluter pays»** and **«precaution»** are highly relevant in USA legal practice. The «polluter pays» means that whoever endangers or damages the environment must carry the costs associated with putting it right in addition to paying for environmentally related measures and compensation, while under the precautionary principle, environmental damage may be anticipated and preventive action taken when there is, as yet, no completely reliable evidence on cause and effect. It calls for risk assessments and the imposition of restrictions on activities that might cause serious environmental damage in order to reduce the likelihood of irreversible damage.

The CL system also allows the filing of suits against large enterprises by government agencies, private individuals, or groups of citizens. Class-action lawsuits have thus become a viable tool to protect the interests of affected communities and urge companies toward stricter environmental standards. Judicial practice indicates that substantial compensations awarded to plaintiffs not only redress the damage but also establish precedents that have a disciplinary impact on other companies.

In addition to federal acts, state-level legislation plays a crucial role. States can set stricter environmental standards and impose additional requirements on industrial enterprises. For example, California enforces stringent carbon emission and air pollution control regulations that often exceed federal standards. As a result, businesses operating in multiple states must adapt to varying requirements, necessitating additional financial and organizational resources.

Thus, the legal framework for CL represents a system designed to minimize environmental risks, restore damaged ecosystems, and hold responsible parties accountable. Its multi-level nature ensures a combination of government oversight and legal mechanisms that promote the principles of sustainable development and environmental conservation.

Forms of CL and methods of damage compensation

Effective regulation of environmental violations committed by large enterprises in the USA is based on CL mechanisms. These mechanisms are aimed at compensating for environmental damage, restoring disturbed ecosystems and preventing similar incidents in the future. These include financial sanctions, lawsuits, collective action, and environmental remediation measures. These measures are being taken at both the federal and state levels, providing multi-level control and encouraging enterprises to comply with environmental standards (table 1).

Table 1

Forms of CL [3, 4]

Form of responsibility	Description	Purpose and result
Fines and compensation	Financial sanctions applied to companies for violating environmental regulations. The amount of fines is determined by the extent of the damage and the degree of responsibility of the company.	Bringing the company to financial responsibility, compensation for damages and prevention of repeated violations.
Lawsuits and class actions	Lawsuits, including individual and class action lawsuits initiated by government agencies, communities, or individuals.	Protecting the interests of victims, bringing perpetrators to justice, and setting precedents for future cases.
Compensation for damage (ecological restoration)	Measures aimed at restoring disturbed ecosystems: cleaning up contaminated areas, soil reclamation, restoration of water resources and biodiversity.	Elimination of the consequences of pollution, restoration of ecosystems and ensuring sustainable development of the region.

In the author's opinion, this structure not only compensates for the damage caused but also creates a significant preventive effect for businesses, forcing companies to consider environmental risks at all stages of their operations. The application of various forms of liability ensures a balance between penalizing violators, restoring natural environments, and protecting the interests of affected communities.

Analysis of the landmark cases of CL shows that industrial giants can be made liable for environmental damage on a large scale. For example, in the case of **Exxon Valdez**, 1989, it was reported that millions of barrels of oil spilled into the sea off the coast of Alaska. Several hundred thousand tons of oil spread over large areas of the sea and beaches, thus destroying the ecology of seabirds and marine mammals. Those compensations ran into billions of dollars, part of which went to clean up and rehabilitate the ecosystems in that region [5].

In the case of **3M**, one of the largest producers of industrial materials in the world, it was clear that prolonged industrial waste discharge would bring very serious outcomes regarding public health and the state of the environment. Under class-action lawsuits over toxic substance contamination of drinking water, this company agreed to pay compensation amounting to $10,3 billion. This case became a critical precedent, confirming the effectiveness of the USA legal system in holding transnational corporations accountable for environmental damage and protecting the interests of affected communities [6].

Despite the existence of a well-developed legal framework, the application of CL norms to large enterprises faces a number of challenges and difficulties. One of the most serious difficulties is **proving fault**. Proving the causal link between a company's actions and particular environmental damage often requires very expensive and complicated expert analyses, especially in cases where pollution has occurred over a long period of time. Companies often use legal and technical arguments to contest their liability, which delays the legal process for several years.

There are also problems with **determining the extent of damages**. Environmental damage often occurs over a long period of time and cannot always be precisely valued in economic terms [7]. For instance, loss of biodiversity or deterioration of public health may have effects that appear many years later, which can be difficult to address within one case. In such instances, courts rely on expert evaluations and forecasts, which can sometimes lead to disputes between the parties involved. Another significant issue is the **length of legal proceedings**. This not only reduces the effectiveness of enforcement but also increases the costs of environmental restoration, particularly if the damage continues to worsen during the legal process.

Nevertheless, despite these challenges, successful precedents demonstrate that CL is an effective tool in combating environmental violations. Holding large companies liable ensures compensation for damages and incentivizes businesses to adopt more sustainable and safer methods of operation. Further development of the legal framework, elaboration of better methods for environmental damage assessment, and enhancement of industrial enterprise control are promising directions of perfecting CL norms for the future.

Measures to prevent environmental damage and reduce CL

Effective prevention of environmental damage and the reduction of CL are critical tasks for large businesses and industrial enterprises. In light of very strict environmental legislation and more frequent cases against companies, the adoption of environmentally sustainable practices has become not only a legal obligation but also a tool for long-term strategic development (fig. 1).

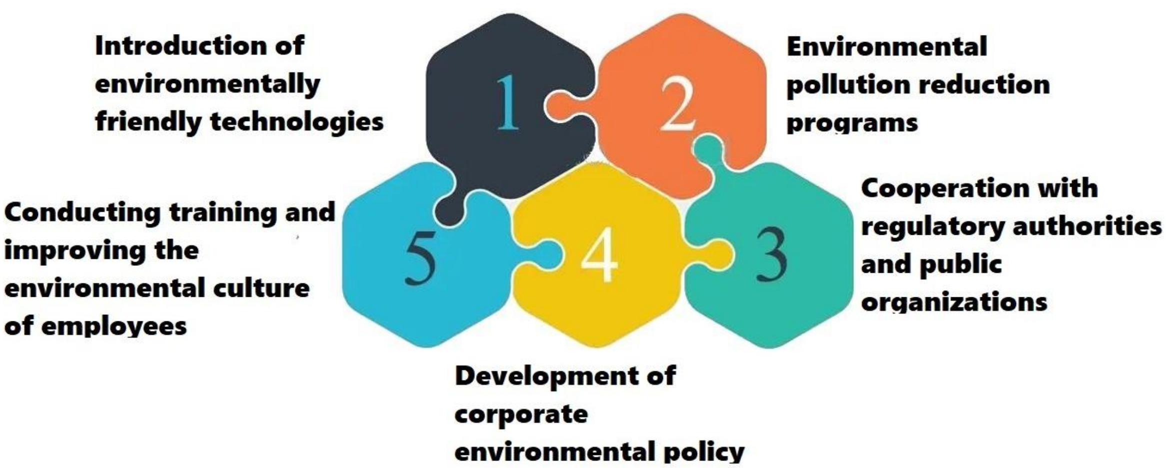

Figure 1. Measures to prevent environmental damage

The main approaches include **environmentally friendly technologies**. Advanced technologies, for instance, the emission treatment and wastewater treatment systems would reduce the amount of damages to the environment. On some occasions, advanced filtration and the closed-loop production cycle also reduce the levels of emissions of greenhouse gases and poisonous substances to maintain the extreme standards of environmental protection, while innovative recycling technologies with recycling materials decrease the level of industrial emissions and pollution in general.

Additionally, enterprises can **develop and implement programs to reduce environmental pollution**. These include monitoring of emission and waste levels, regular environmental audits, and the implementation of focused policies to improve environmental efficiency [8]. For example, large companies in energy and industrial sectors increasingly use energy-efficient production systems that greatly reduce their carbon footprint and further promote resource conservation.

The **development of corporate environmental policies and sustainable development strategy** is another measure to minimize the risks of CL. Companies can implement voluntary environmental risk management programs, including environmental, social, and managerial responsibility systems, which involve monitoring and reducing negative impacts on nature. Environmental standards and certifications help businesses comply with the international requirements and promote a sustainable production.

Another valuable tool is **collaboration with regulatory authorities and public organizations**. Companies also get the chance to adapt more effectively to changes in legislation through active engagement with government agencies such as the USA Environmental Protection Agency, thus reducing the risk of violations. Participating in joint environmental protection projects and initiatives attests to corporate social responsibility, reinforces company reputations, and reduces the possibility of court cases.

Finally, one of the most important ways to prevent environmental damage is **training and raising employees' environmental awareness**. Companies can implement professional development programs focused on educating personnel about safe waste management, compliance with environmental standards, and minimizing production risks. Building an environmentally conscious corporate culture fosters a responsible approach to natural resources at all organizational levels.

In summary, preventing environmental harm and reducing CL require a systemic approach that includes technological innovation, strategic planning, collaboration with regulatory bodies, and fostering environmental awareness. Implementing these measures not only minimizes environmental risks but also improves companies' reputations, creating conditions for sustainable and responsible business practices.

Conclusion

An important mechanism for ensuring damage compensation, restoration of ecosystems and prevention of repeated violations is CL. The well-developed legal framework at both federal and regional levels enables holding large enterprises and businesses accountable for environmental offenses. As practice shows, lawsuits and class actions help protect the interests of affected communities and establish significant precedents, encouraging companies to comply with environmental regulations.

Nonetheless, challenges remain in the application of CL norms, including proving causation, determining the extent of damages, and the protracted nature of legal proceedings. Despite these difficulties, successful cases demonstrate the USA legal system's ability to effectively regulate environmental risks and hold even large corporations accountable. Adopting environmentally friendly technologies, strategic planning, and raising environmental awareness are essential measures for reducing environmental damage and ensuring sustainable business development.

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Popov Y.A. The significance of the education system in the formation and accumulation of human capital

Popov Yuri Alexandrovich,
senior lecturer of the Department of Economic Theory,
Saint Petersburg State University
of Industrial Technologies and Design

Abstract. *In this scientific work, the origins of the theory of human capital are analyzed. The influence of philosophical trends and the classical school of economics on the formation of this concept is revealed. Approaches to the components and structure of human capital are presented. The key stages of the process of its reproduction are considered. The place of education in the framework of the formation and accumulation of human capital, as well as the importance of investments in these processes, is reflected in detail. The tasks that the education system solves, acting as an active element, are revealed. The article analyzes the current state of the professional education system in Russia within the framework of human capital formation.*
Keywords: *human capital, quality of life, labor productivity, motivation, investment, education, competitiveness, labor resources.*

Рецензент: Булгакова Ирина Николаевна - Доктор экономических наук, доцент. Доцент кафедры системного анализа и управления
ФГБОУ ВО «Воронежский государственный университет»

In the context of the modern development of socio-economic systems, human capabilities play a crucial role in achieving various goals. Human research as a living carrier of knowledge, creative abilities and forces with which he changes the environment has not only been, but is, and will be increasingly relevant in world scientific thought, since the modern world requires a deep understanding of the role of personality in various processes. The modernization taking place in various industries and spheres of life clearly demonstrates the need for investments in the "quality" of human resources, which act as an intangible asset. This leads to the realization that human capital has become one of the main resources determining the success of both individual organizations and society as a whole. Its importance sometimes surpasses the value of natural resources and tangible assets. Today, human capital is a key determinant of competitiveness, sustainable economic growth, and overall efficiency of any enterprise. Based on this, the study of human capabilities becomes extremely important, since they can become the basis for sustainable development in a rapidly changing world, which determines the relevance of the topic under consideration.

In modern socio-cultural conditions, significant transformations are observed in the socio-political and economic structure of states. These changes have justified the need to develop theories and models that would effectively describe and analyze the functioning of such systems. One of the most relevant areas of this scientific activity has become the study of human capital, which is a special economic category that occupies a significant place in the general economic discourse. The ability to explain and illustrate many economic processes through the prism of human interests and actions has made this theory an important tool for analysis. It can be used to adequately describe such aspects as the composition of productive forces, the formation and distribution of income, as well as the mechanisms of economic growth and the creation of national wealth [8].

In this regard, it becomes clear that human capital not only serves as an important aspect for understanding modern economic phenomena, but also provides effective tools for developing policies aimed at improving the quality of life, increasing labor productivity and, ultimately, the sustainable development of society in a rapidly changing reality. By paying attention to the development of human capital, States can ensure higher growth rates and improve the well-being of their citizens.

This concept is based on a broader category, capital, whose origins can be traced back to the works of the ancient Greek philosopher Aristotle. For the first time, he raised the issues of proportional exchange of benefits, thereby initiating the study of the qualitative assessment of the workforce. Aristotle argued that the higher the value of the product produced, the more labor and skill were invested in its creation [11].

Representatives of the classical school of economics developed a deep understanding of the concept of capital, considering it not only as a simple accumulation of wealth or monetary assets. They also included the labor skills and abilities of the workers in this definition. Followers of this theory argued that the quality of the workforce, known as human capital, is one of the key factors contributing to the increase in national wealth. For example, the famous economist William Petty emphasized the importance of preserving labor skills, arguing that "it is better to burn the product of the labor of one thousand people than to allow these people to remain idle, which will lead to the loss of their skills" [10]. Thus, he attached great importance to the active use of human potential.

Adam Smith, another prominent representative of classical economic theory, defined capital as the main means of contributing to economic progress. He emphasized that capital gains can be made "without transferring ownership from one owner to another" [6]. In his understanding, capital was not limited only to physical assets or monetary funds, it also included useful skills and abilities of members of society. Smith viewed human capital as the capitalized value of these acquired and useful abilities, emphasizing that people's skills and knowledge can significantly affect productivity and the overall sustainability of an economy.

Thus, the classical school of economics offered a broader view of capital, including not only tangible but also intangible components, which made its idea especially relevant in modern society, where knowledge and skills are becoming the most important resources.

The foundations for the formation of the theory of human capital were laid back in the works of the classics of political economy, who began to explore human abilities to work, as well as their role in the process of formation, reproduction and effective use. A. Smith in his 1776 scientific work "An Inquiry into the Nature and Causes of the Wealth of Nations" emphasized that the increase in labor productivity is significantly the degree depends on the professional development of workers, not just on the improvement of machines or tools.

The concept of human capital, which later became a separate direction in the scientific field, was first formulated by American economists G. Becker and T. Schultz. These scientists have highlighted that the level of well-being of people depends not only on physical capital, land and technology, but also on the skills they acquire. Within the framework of their theory, human capital is interpreted as a set of all useful personality traits, including knowledge, skills, motivation, as well as the ability to learn and adapt. These qualities can be improved through appropriate investments in education and training [2].

In addition, an important aspect of the theory of human capital is the recognition of its dynamic nature, which consists in the fact that not only basic knowledge and skills affect productivity, but also the ability to constantly learn and develop in changing conditions. Investing in human capital, therefore, not only enriches individuals, but also contributes to the growth of the economy as a whole, which makes this concept relevant for various fields of activity and public policy.

Despite the significant influence of T. Schultz on the concept of human capital, it was Gary Becker, a prominent economist and winner of the Nobel Prize in Economics in 1992, who became a key figure in this area. As a representative of the Chicago School, he significantly expanded and deepened the understanding of human capital by introducing this term into scientific discourse. In his works, Becker relied on the hypothesis of rational behavior of individuals, considering human actions as meaningful and purposeful. He derived such important concepts as uniqueness, price, and opportunity costs, which allowed him to create a model of human capital that became the basis for numerous further studies [2].

Becker emphasized the importance of investments in education and vocational training, considering them as forms of investment that bring future benefits to both individuals and society as a whole. This understanding of human capital as an active element of the economic system has opened up new horizons for the analysis of socio-economic processes and contributed to profound changes in approaches to education, vocational training and work.

The issue of human capital is also being actively explored by domestic economists, who emphasize its importance for sustainable growth. Thus, O.A. Grishnova defined this phenomenon as a set of productive opportunities, personal qualities and motivations of individuals, which are formed due to investments in education and development. This capital is personally owned by individuals and is used in their professional activities, contributing to an increase in labor productivity and, ultimately, positively affecting the income levels of both individual workers and the entire country.

L.T. Shevchuk considered human capital as capital resources that can be used to use human potential in the production sector. He focused on the opportunities for individuals to participate in the value creation process, including innovation and creativity. In his interpretation, "human capital" is understood as the integration of knowledge, skills and qualifications of employees who are able to generate income by using them to produce goods and provide services.

Based on this, it becomes clear that the importance of human capital in the country's economy is manifested not only through an increase in the income of its owners, but also through a contribution to the overall improvement of the quality of life and socio-economic development of the nation. Domestic research in this area highlights the importance of investments in education and training for both individual and collective well-being.

It should be emphasized that the issue of the composition of human capital continues to be discussed in the modern scientific community, and no consensus has yet been formed on this issue. The main approaches to this topic can be divided into two different positions.

The first one goes back to the ideas of classical political economy and defines human capital as something broader than just a set of knowledge and skills of an individual. Its proponents also consider a person as a physical unit, which in itself is a part of capital. In this context, an individual is not just a carrier of intellectual resources, but a full-fledged element of capital capable of generating income. For example, the famous economist I. Fischer pointed out that capital includes "a useful object intended for material use" [3]. This approach emphasizes that the skills and abilities of an individual are considered only as an additional resource, and not as the main category of capital.

On the other hand, there is a second position that is recognized by most modern researchers. She argues that a person as a living being cannot be considered as capital in the traditional sense. The emphasis is placed on the fact that an individual is a carrier of unique personal qualities, social identity and cultural context, which cannot be easily quantified and classified as capital. Thus, human capital is defined more as a potential that can be realized through education, experience and social interaction, rather than as the object itself included in the system.

Discussions around the concept and content of human capital emphasize the complexity and versatility of this term. This once again justifies the need for further research in order to better understand its role and impact on economic processes in the modern world.

In the modern economy, the competitiveness of systems is increasingly determined not so much by the availability of natural resources as by intellectual assets, knowledge and innovations, which form the basis of economic progress. That is why interest in the development of human capital is actively growing today both among foreign scientists and in Russia.

L. Turow emphasized the importance of the concept of human capital for modern economic analysis, pointing to its central place in understanding the dynamics of the economy. In turn, M. Bowman called the discovery of human capital a "revolution of economic thought," which underlines the importance of this phenomenon for theory and practice.

The most complete essence of the term "human capital" reflects the definition proposed by S. By Dyatlov. He described this definition as "a certain stock of health, knowledge, skills, abilities, and motivations formed as a result of investments and accumulated by a person, which are expediently used in one or another sphere of social reproduction, contribute to the growth of labor productivity and production, and thereby affect the growth of income (earnings of a given person)" [11].

Considering these aspects, it can be argued that in the modern world, investments in human capital are becoming more important than investments in material resources. This requires the Government and the private sector to develop effective strategies aimed at improving educational infrastructure, supporting research and innovation, and creating conditions for continuous professional development of citizens. Investing in human resources becomes vital, which ultimately leads to the sustainable development and prosperity of the economic system.

One of the most urgent tasks in the framework of the theory of human capital today is to determine the order of its formation and methods of estimating its value.

A detailed study of the concept of human capital and its structure allows for a deeper analysis of key issues related to economic growth, people's motivation for economic activity, and the development of knowledge and innovation within the economy. This analysis opens up new horizons for understanding the interrelationships between learning, development, and economic outcomes.

The process of human capital reproduction can be divided into two significant stages.

The first is education – a complex process that takes place at several levels: individual, family, educational, and public, and includes investments in health, education, cultural development, and upbringing, as well as the creation of human productive abilities. Such investments are the foundation for the successful development of skills and knowledge necessary for competitiveness in the labor market.

The second stage is the use of human capital. It covers the process of integrating formed capital into society, which allows people to use their skills and knowledge to obtain both tangible and intangible benefits and services. It includes mechanisms to increase their effectiveness by stimulating innovation, labor and entrepreneurial activity. An important aspect here is motivation, which plays a key role in activating labor resources and contributing to achieving economic development [7].

A deeper understanding of the processes of formation and use of this phenomenon can provide valuable information for further research in this area and help optimize strategies aimed at developing the potential of individuals in different countries.

The formation of human capital, being a key process, is carried out primarily through the education and upbringing of the younger generation. These areas represent the base on which the future potential of society is built.

There are different views on the structure of human capital in economics, and there is also no consensus among researchers. For example, G. Becker emphasized the importance of many factors, such as upbringing, health, vocational training, as well as migration, the availability of economically relevant information and motivation for active economic activity. In his opinion, all these elements are interconnected and contribute to the overall development of human capital.

On the other hand, L. Turow added to this list such aspects as respect for political and social stability, which is also important for the formation of an active and effective citizen. V. Martsinkevich focused on the personal qualities of an individual that affect his creative potential. These include activity, sociability, responsibility, honesty, and integrity, which together create a stable foundation for the realization of personal and social goals [5].

Despite the diversity of points of view, researchers agree that it is the educational aspect that plays a central role in the formation of human capital. At the same time, it is not limited to the transfer of knowledge and includes the development of skills and abilities, the ability to adapt to new conditions and update their knowledge. In modern conditions, when the world is rapidly changing, this is what becomes an integral part of a successful life and professional activity.

In a certain sense, the formation of human capital occurs through investments aimed at developing individual abilities and skills of a person. Economists K. McConnell and S. Brew identified several key areas of such investments, each of which plays a significant role in improving the quality of human resources.

Central to this is the cost of education, not only basic and specialized, but also on-the-job training. Modern companies are increasingly investing in training programs for their employees, which helps not only to improve their skills, but also to adapt working groups to rapidly changing market conditions.

Another important factor contributing to the formation of human capital is the health of the population. Investments in healthcare cover disease prevention, access to medical services, healthy nutrition, and improved housing conditions. A high-quality standard of living directly affects labor productivity, which makes these expenses strategically important.

Finally, mobility costs play a significant role in the labor migration process. These investments help employees move from regions with low levels of economic development and, as a result, productivity to more developed places where they can apply their skills and knowledge more effectively. This not only contributes to a personal increase in income, but also generally leads to an improvement in the economic situation in accepting new resources [9].

Thus, investments in human capital cover a wide range of areas, each of which contributes to the formation of a competent and effective workforce.

At the current stage of transformations in Russia's economic model, the formation and use of human capital is becoming critically important, as it directly affects key elements of economic growth. Today, the method of production and transfer of knowledge, competencies, and, in fact, the person himself - his intellectual potential - is coming to the fore. Human capital already determines the pace of economic development and scientific and technological progress in all countries.

The growing interest of modern society in the educational system, which is the basis of its reproduction, is being recorded. In this regard, education and vocational training act as complex processes that can become a powerful engine shaping the future of economic and social progress at all levels. Education paves the way for innovation and the introduction of new technologies, which ultimately contributes to increased competitiveness in the labor market.

Such an orientation towards the development of human capital is explained by the fact that it is a person who possesses not only knowledge, but also the ability to apply it in non-standard situations, who becomes the most important value of modern society. The ability to find new solutions and adopt innovative approaches is becoming critically important in a rapidly changing world and growing economic challenges.

The level of education and professional training is a key aspect that shapes the human capital of a society. The education system acts as an active element and solves many important tasks:

– being the main mechanism for accumulating human capital, it leads to an increase in citizens' incomes and expands their economic opportunities – highly qualified specialists become the driving force for economic growth, which creates favorable conditions for the sustainable development of the whole country;

– promotes the dissemination of cultural values, spirituality, and democratic principles – this not only enriches everyone's personal life, but also creates a more diverse and open society where everyone has the opportunity to freely choose and express themselves.;

– plays an important role in mitigating social and economic inequality – by providing access to quality education, the system allows previously underprotected groups to integrate into the labor market, which leads to a more equitable distribution of resources and opportunities;

– expands employment opportunities and promotes productivity growth – retraining and advanced training programs help employees adapt to changes caused by structural transformations and scientific and technological progress.

– accumulation of potentially unemployed youth in the education system;

– makes a significant contribution to improving the environmental situation - education on sustainable development and environmental protection at all levels helps to form a new generation of responsible citizens who are aware of the importance of protecting nature and rational use of resources [4].

Based on this, the education system not only increases the level of human capital, but also serves as the basis for socio-economic progress, ensuring sustainable development and harmony in society.

Since the recognition and popularization of the theory of human capital, education has been perceived as an important investment in the development of personal and social resources. Today, it is seen as a key element that generates not only direct economic benefits for individuals, but also contributes to overall economic growth. Studies by both Russian and foreign scientists demonstrate that the impact of education on an increase in gross domestic product (GDP) can reach almost 30%. This realization encourages the leadership of many countries to allocate significant financial resources for the development of the learning process and the formation of human capital.

The sphere of professional education accumulates significant intellectual resources, providing personnel training for various sectors of the economy. According to a number of studies, in 2025, more than 8 million students are enrolled in 1,115 higher educational institutions in Russia. These figures strongly contrast with the number of similar educational institutions in most developed countries, where the figures are often much lower. Such a large number of institutions indicates a high level of interest in higher education and opens up great opportunities for future specialists.

However, in modern conditions, higher education often does not help to eliminate deformations in the labor market. One of the main problems remains a significant shortage of qualified workers and specialists in working professions, especially among graduates of vocational schools. Despite this, active work continues in this area to improve the situation. A striking example of government support is the implementation of the Professionalism project, which was focused on the rapid training of workers who meet the current requirements of industries and areas of the economy. The project provides training for students in specialties that are in demand on the labor market, which helps to reduce the gap between education and the needs of employers.

We must not forget that in addition to general and vocational education, an important aspect of the formation and development of human capital is continuous training and professional development of employees in the workplace. Companies that actively invest in training their employees gain competitive advantages and create more effective teams. Based on this, it becomes clear that an effective personnel training system requires an integrated approach that includes both specialized education and practical development of new skills in a professional environment [1].

To summarize, it should be emphasized that the education and training system plays a key role in the formation and strengthening of human capital. It, in turn, not only serves as a source of economic opportunities, but also determines the effectiveness of the functioning of the economy at all its levels. Moreover, government initiatives in these areas contribute to the creation of sustainable social and political conditions, as well as provide citizens with the necessary social guarantees, which is an important aspect for stimulating economic growth.

In the context of increasing external pressure and geopolitical instability, the issues of education and training of professionals should remain among the priorities within the framework of Russia's development strategy. Effective state regulation of the educational process and purposeful work on the development of qualified personnel can significantly accelerate the pace of economic growth in the country and help overcome the crisis. The development of human capital is becoming an important factor that contributes not only to economic prosperity, but also to social stability in society.

A systematic approach to the development of education and training of specialists, based on the current needs of the labor market and global trends, will contribute to the creation of a competitive economy. It is important that all stakeholders, from government to business, actively participate in this transformation, because this is the only way to achieve qualitative changes and set goals.

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Voropaev S.V., Kulikova E.S. Innovative approaches to the promotion of tourism potential

Инновационные подходы к продвижению туристического потенциала

Voropaev Sergey Vladimirovich,
Master's student, Department of Public and Municipal Administration, Ural State University of Economics, Yekaterinburg, Russia
Kulikova Elena Sergeevna,
Doctor of Economics, Professor, Department of Public and Municipal Administration, Ural State University of Economics, Yekaterinburg, Russia
Воропаев Сергей Владимирович,
магистрант кафедры государственного и муниципального управления, Уральский государственный экономический университет, г. Екатеринбург, Россия
Куликова Елена Сергеевна,
доктор экономических наук, профессор кафедры государственного и муниципального управления, Уральский государственный экономический университет, г. Екатеринбург, Россия

Abstract. *The rapid development of the tourism industry in the context of globalization calls for new forms and methods to promote tourism potential. Innovative approaches help destinations stand out amid growing competition and ensure a sustained increase in traveler interest. A key success factor involves combining traditional tourism tools with modern digital platforms capable of reaching a broader audience. Cutting-edge technologies such as virtual and augmented reality present opportunities for creating immersive tours, showcasing cultural and historical sites, and offering a unique travel experience even before the tourist arrives. At the same time, cross-sector collaboration – involving culture, sports, ecology, education, and IT – plays a critical role in generating innovative tourism products and stimulating local community development, thus producing positive outcomes for both the economy and the sociocultural sphere. An important prerequisite is considering the interests of local residents and preserving the region's resource potential. Managerial decisions based on big data analysis and market research allow for a swift response to market demands, the formation of customized offers, and the reinforcement of a destination's competitive advantages. Overall, these innovative approaches ensure sustainable growth of the tourism sector and enhance the region's attractiveness in a global context.*

Keywords: *innovation, tourism, promotion, digital technologies, marketing, immersiveness, competitiveness*

Аннотация. *Стремительное развитие туристической отрасли в условиях глобализации требует поиска новых форм и методов продвижения туристического потенциала. Инновационные подходы позволяют выделить дестинации на фоне растущей конкуренции и обеспечить устойчивое повышение интереса со стороны путешественников. Ключевым фактором успеха становится комбинирование традиционных туристических инструментов с современными цифровыми платформами, позволяющими охватывать более широкую аудиторию. Новейшие технологии, такие как виртуальная и дополненная реальность, открывают возможности для создания незабываемых иммерсивных маршрутов, демонстрации культурно-исторических объектов и формирования уникального опыта даже до момента прибытия туриста на место. При этом особое значение имеют вопросы межсекторного взаимодействия, в рамках которого вовлекаются сферы культуры, спорта, экологии, образования и IT. Такая интеграция позволяет генерировать инновационные туристические продукты и стимулировать развитие локальных сообществ, создавая позитивные эффекты для экономики и социокультурной сферы. Важным условием остается учет интересов местного населения и сохранение ресурсного потенциала территории. Управленческие решения, основанные на анализе больших данных и маркетинговых исследованиях, дают* *возможность оперативно реагировать на потребности рынка, формировать индивидуализированные предложения и укреплять конкурентные преимущества дестинации. В совокупности инновационные подходы к продвижению позволяют обеспечить долгосрочный рост туристического сектора и повысить привлекательность региона в глобальном контексте.*

Ключевые слова: *инновации, туризм, продвижение, цифровые технологии, маркетинг, иммерсивность, конкурентоспособность*

Рецензент: Булгакова Ирина Николаевна - Доктор экономических наук, доцент. Доцент кафедры системного анализа и управления
ФГБОУ ВО «Воронежский государственный университет»

Современный туристический рынок характеризуется высокой степенью конкуренции, когда обилие предложений и разнообразие впечатлений ставят путешественника перед непростым выбором. В таких условиях уже недостаточно ориентироваться исключительно на традиционные формы продвижения, основанные на печатных каталогах, пресс-турах и стандартной рекламе. В фокусе внимания оказываются инновационные подходы, которые предлагают более глубокий контакт с потенциальным туристом и формируют уникальный потребительский опыт. Подобные методы выводят индустрию туризма на новый уровень, обеспечивая дестинациям долгосрочное конкурентное преимущество.

Инновации в сфере продвижения туристического потенциала охватывают разные направления: цифровую трансформацию, разработку креативных маркетинговых стратегий, внедрение технологий виртуальной и дополненной реальности, индивидуализацию клиентского опыта. По мере развития информационных технологий все больше организаций и региональных органов управления осознают важность перехода к онлайн-платформам и социальным сетям, где коммуникация с туристами может осуществляться в режиме реального времени. Это позволяет не только оперативно распространять информацию, но и получать обратную связь, необходимую для корректировки продуктовых предложений и стратегий продвижения.

Одним из ключевых факторов успеха инновационных подходов выступает способность организаций адаптироваться к динамично меняющимся условиям рынка. Путешественники становятся более требовательными к разнообразию услуг и к качеству сервиса, ищут новые форматы отдыха, а также ценят уникальный контент и личные впечатления. Новые инструменты позволяют выстраивать с туристами доверительные отношения: использовать интерактивные платформы, предоставлять геймифицированные сервисы, запускать квесты или квизы, связанные с культурно-историческими особенностями территории. Такой формат взаимодействия стимулирует вовлеченность аудитории, пробуждает интерес и мотивирует к реальному визиту.

Внедрение инноваций в сфере продвижения туристского потенциала тесно связано с коллаборацией различных секторов и организаций. Туроператоры, органы власти, гостиничный бизнес, музеи, культурные центры, спортивные и развлекательные мероприятия могут объединяться для создания многоаспектных предложений. Такой подход не только повышает ценность туристического продукта, но и расширяет географию клиентов за счет взаимного обмена аудиторией. Поддержка на государственном уровне в виде грантов, налоговых льгот и целевых программ также содействует развитию инновационных проектов, укрепляет имидж территории и усиливает конкурентную позицию на международном рынке.

Еще одним важным аспектом становится поиск оптимального баланса между экономической выгодой от туристических потоков и защитой природных и культурных ресурсов. Перед современными дестинациями стоит задача обеспечения устойчивости отрасли, когда инновационные подходы помогают не только продвигать территорию, но и формировать ответственное отношение к ее уникальным особенностям. Благодаря цифровым инструментам возможно регулирование нагрузки на популярные объекты, создание альтернативных маршрутов и продвижение экологически ответственных практик.

Важную роль в формировании инновационных методов продвижения играют исследования и анализ данных: изучение мировых трендов, конкурентных кейсов, социологических опросов и отзывов путешественников. Эти сведения используются для создания качественного контента, выбора правильной платформы и нацеливания на нужную аудиторию. В связи с этим корпоративные и государственные структуры все чаще внедряют системы аналитики и автоматизации маркетинга, позволяющие повысить эффективность рекламных кампаний и максимально точно сегментировать целевые группы. В условиях жесткой конкуренции на туристском рынке такие инструменты становятся не просто дополнительным ресурсом, а необходимым элементом стратегии.

Таким образом, инновационные подходы к продвижению туристического потенциала представляют собой комплекс взаимоувязанных решений, в котором цифровые технологии, креативный контент, межотраслевое сотрудничество и ориентация на устойчивое развитие дополняют друг друга. Главная цель заключается в том, чтобы сформировать уникальный образ дестинации, способный привлечь внимание современных путешественников, которые оценивают не только качество сервиса и доступность инфраструктуры, но и саму идеологию путешествия. Применение таких методов обеспечивает не просто рост турпотока, но и укрепление позитивного имиджа территории, стимулируя дальнейший прогресс и инновационное развитие всей индустрии.

Исследования М. Ю. Подколзиной и Е. Г. Щекиной [9] подчеркивают важность внедрения цифровых решений и интерактивных технологий для расширения аудитории туристских продуктов. В то же время, согласно данным, представленным А. Н. Рипой [10], инновационные туристические программы требуют комплексного подхода, сочетающего инфраструктурные и маркетинговые меры. А. Б. Жерукова, З. Ю. Тенова, З. И. Теммоева и З. М. Балкарова [4] рассматривают проблемы и задачи инновационного развития туризма в контексте повышения конкурентоспособности дестинаций. Одновременно с этим, В. М. Кицис и Е. А. Морозова [5] обращают внимание на мировые инновационные тренды, раскрывая специфику их адаптации в российском пространстве. По мнению А. М. Детистова [1], значимым направлением остается учет национальных культурных особенностей, что способствует формированию уникальных программ обслуживания туристов. Исследования Я. А. Шингаревой [12] демонстрируют востребованность завоевания международных рынков с помощью инновационных методов продвижения, ориентированных на глобальную аудиторию.

Н. А. Замятина и А. В. Збарская [3] выделяют особенности инновационной деятельности в туризме в условиях новой реальности, указывая на необходимость ускоренной цифровизации бизнеса. В то же время, Т. А. Кулаговская и Е. Д. Бутенко [6] подчеркивают роль креативных технологий как фактора повышения привлекательности продукта, рассчитанного на активного и любознательного туриста. С точки зрения М. М. Куликова и И. В. Ставера [7], успешные инновационные подходы формируются за счет коллаборации с научно-исследовательскими институтами, обеспечивающими теоретические и практические наработки. Исследования В. В. Лаврова [8] акцентируют внимание на развитии транспортного обслуживания как ключевого элемента качественной туристической инфраструктуры. В рамках регионального планирования, подчеркиваемого Д. В. Ерыгиным и Е. С. Куликовой [2], инновации становятся одним из факторов стратегического роста территорий. При этом В. В. Сулимин и В. В. Шведов [11] указывают на важность цифровой трансформации в контексте государственного управления, позволяющей создавать эффективные механизмы поддержки туристического сектора.

Инновационные подходы к продвижению туристического потенциала охватывают широкий спектр идей и инструментов, призванных переосмыслить традиционные модели общения с потенциальными путешественниками и сформировать новое видение туристского продукта. В условиях растущих ожиданий аудитории и непрерывной цифровизации сферы туризма именно инновации становятся главной движущей силой, которая позволяет выделиться на фоне многочисленных конкурентных предложений.

Особое внимание уделяется использованию цифровых технологий. Применение социальных сетей и блог-платформ даёт возможность выстраивать близкую коммуникацию с путешественниками: создавать яркий контент, проводить онлайн-трансляции, организовывать конкурсы и опросы. Такой интерактивный формат повышает уровень доверия к предложению, делает его более «человечным» и привлекательным. Дополненная реальность (AR) и виртуальная реальность (VR) позволяют потенциальным клиентам «примерить» на себя путешествие, давая возможность виртуально посетить достопримечательности, познакомиться с местной кухней или природными ландшафтами. Подобные подходы создают эффект вовлеченности и мотивируют туриста совершить реальную поездку.

Инновации в продвижении туризма невозможны без креативных маркетинговых стратегий. Современные туристы ценят не только информацию о маршруте и достопримечательностях, но и эмоциональную составляющую. Поэтому важно создавать истории (storytelling), которые помогают раскрыть особенности и колорит дестинации через реальные или художественные сюжеты. Коллаборации с известными личностями и инфлюенсерами, тематические события, фестивали и флешмобы — все это усиливает интерес и формирует положительный образ места. Более того, использование нейромаркетинга позволяет понять глубокие мотивы и предпочтения аудитории, чтобы формировать не просто товары и услуги, а ценностные предложения, резонирующие с личностными установками туристов.

Технологии big data и искусственного интеллекта дают возможность операторам и маркетологам собирать данные о предпочтениях, поведении, демографических характеристиках клиентов и на их основе выстраивать персональные маршруты и специальные акции. Персональный подход повышает удовлетворенность и лояльность путешественников, формируя основу для репутационного и экономического роста. Кроме того, появление нишевых направлений, таких как гастрономический, медицинский, индустриальный туризм, открывает перспективы для глубокого изучения интересов узких сегментов рынка, предлагая им действительно уникальный продукт. Совместные проекты, где каждая сторона вносит свой вклад — научные исследования, управленческая поддержка, финансовые ресурсы, организационные возможности, — способны рождать действительно значимые и эффективные инновации. Комплексный подход, реализуемый на уровне региона или нескольких регионов, помогает создавать туристские продукты, которые выходят за рамки локальной уникальности и приобретают значение на национальном или даже глобальном уровне.

Для наглядного рассмотрения некоторых ключевых инструментов и форм инноваций, используемых в продвижении туристического потенциала, представим обобщающую таблицу.

Таблица 1

Анализ современных инновационных инструментов продвижения туристического потенциала

Инструмент	**Сущность**	**Применение**	**Возможные результаты**
Виртуальная реальность (VR) / дополненная реальность (AR)	Создание иммерсивных впечатлений через 3D-модели, графические слои и интерактивные элементы	Демонстрация достопримечательностей, превью-туры, интерактивные музеи	Повышение вовлеченности, стимулирование фактических визитов
Big data и ИИ	Сбор и анализ больших массивов данных, формирование персональных рекомендаций	Персонализация маршрутов, динамическое ценообразование, таргетированный маркетинг	Увеличение конверсии, рост удовлетворенности клиентов
Социальные сети	Платформы для распространения контента, коммуникации с аудиторией	Организация конкурсов, стримов, «живых» репортажей, взаимодействие с блогерами	Прямой канал связи с аудиторией, вирусный эффект
Storytelling	Создание эмоциональных историй вокруг локаций, событий, местных жителей	Брендинг территории, ролики, публикации, аудиогиды	Формирование уникального имиджа, запоминающийся контент
Креативные коллаборации	Партнерство с культурными, спортивными, образовательными учреждениями	Проведение совместных мероприятий, фестивалей, выставок	Расширение аудитории, повышение туристической привлекательности
Экологические и социальные инициативы	Разработка «зеленых» и «ответственных» программ	Маршруты с акцентом на сохранение природы и местных традиций	Формирование позитивного имиджа, осознанное потребление

Вместе эти инструменты формируют комплексный подход к продвижению, который учитывает разнообразие интересов потенциальных посетителей, меняющиеся тренды и необходимость создавать устойчивые механизмы роста. При этом важно понимать, что внедрение инноваций не происходит мгновенно: оно требует подготовки персонала, инвестиций в инфраструктуру и разработки стратегических планов.

Грамотно выстроенная система инновационного маркетинга в туризме направлена на формирование долгосрочных отношений с целевой аудиторией, поддержку лояльности и повышение репутации дестинации. Ключ к успеху лежит в постоянном мониторинге эффективности внедренных решений и их своевременной корректировке. Вместо разовых кампаний все чаще делают ставку на длительные программы продвижения, подразумевающие последовательное развитие туристского продукта, расширение каналов продвижения и активное взаимодействие с различными стейкхолдерами (местное население, бизнес, органы власти, образовательные и культурные институты).

Таким образом, инновационные подходы к продвижению туристического потенциала представляют собой системную работу, включающую взаимосвязь технологических, маркетинговых, организационных и социальных новаций. Их успешное применение меняет ландшафт отрасли: формирует спрос на новые услуги, повышает качество сервиса, увеличивает доходы участников рынка и содействует устойчивому развитию территорий в целом.

Инновационные подходы к продвижению туристического потенциала сегодня являются определяющим фактором роста и конкурентоспособности дестинаций. Они охватывают все стадии взаимодействия с потенциальными путешественниками: от первой коммуникации до формирования лояльности и возвращения туриста в регион. Внедрение цифровых технологий, интерактивных платформ и креативных маркетинговых решений позволяет выходить за рамки классической рекламы и ориентироваться на более глубокие ценностные запросы аудитории. Значимым условием успеха является комплексность реализуемых мер, когда органы управления, бизнес и общественные организации совместно работают над развитием привлекательной среды и поиском уникальных особенностей территории. Именно такой синтез знаний, ресурсов и экспертизы формирует благоприятные предпосылки для создания туристического продукта, отвечающего быстро меняющимся трендам и нуждам современного общества. При этом важным становится не только продвижение, но и ответственное отношение к сохранению культурного и природного наследия, а также обеспечение комфортных условий для местного населения.

В долгосрочной перспективе инновационные методы продвижения ведут к повышению заинтересованности в региональных программах, стимулируют развитие инфраструктуры и способствуют росту экономики за счет притока туристов и инвесторов. Регулярный анализ данных, гибкая корректировка стратегий, постоянная обратная связь с целевой аудиторией — это инструменты, которые помогают оперативно реагировать на вызовы рынка и сохранять актуальность предложений. В итоге инновации в продвижении становятся не просто инструментом маркетинга, а важным системным элементом, формирующим новую модель туризма, где ценятся уникальные впечатления, экологическая безопасность и устойчивый рост.

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CONCLUSION

Issue 3(1) of the International Journal of Professional Science brings together a wide range of studies that not only advance academic understanding in their respective fields but also contribute meaningfully to professional practice. From nuanced literary analysis and reimagined cultural frameworks to empirical business research, pedagogical innovation, and socio-political discourse, this issue highlights the interconnectedness of knowledge and its relevance in addressing contemporary challenges.

The contributions featured here serve as a testament to the intellectual curiosity and scholarly rigor of our authors. By exploring diverse methodologies and engaging with real-world issues—from developing bilingual competencies and promoting healthy student lifestyles to measuring the emotional impact of digital marketing and enhancing regional tourism strategies—this issue illustrates the multifaceted nature of professional science today.

We express our sincere appreciation to all contributors and reviewers for their valuable input and commitment to academic integrity. We hope that this issue will inspire educators, researchers, and practitioners to continue pursuing knowledge that bridges theory and application, fosters critical reflection, and supports sustainable development in education, management, culture, and beyond.

We invite our readers to engage with these articles, share their insights, and stay connected with future issues as we continue to highlight the evolving landscape of professional science.

With warm regards and best wishes,
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