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Abstract. This article discusses the key concepts of marketing management, which play an important role in the formation of a successful business strategy. The focus is on four main concepts: production, product, distribution and marketing. Their features, advantages and disadvantages are analyzed in the context of modern market realities.
Keywords: marketing, concepts of marketing control, conception, good, producer, consumer.

1. Introduction

The concept of marketing management represents a scientifically grounded framework for organizing activities in general and marketing in particular, based on a guiding principle. At the basis of this idea is an effective strategy with the required imperative instruments for the implementation of entrepreneurship to achieve certain results, which are determined by the strategic plan of the enterprise. In simpler terms, it is a set of attitudes and business practices aimed at achieving the company's strategic goals, i.e., customer satisfaction or profit [1].

2. Materials and methods

Several key marketing management concepts can be identified, and we will discuss each in detail. These concepts have evolved in response to specific economic conditions [2].

The production concept assumes that consumers are more likely to choose products that are widely available and affordable. Consequently, management should focus its efforts on improving production efficiency and optimizing the distribution system. In other words, the production concept

seeks to minimize costs and maximize the availability of goods. One of the most well-known examples of this approach is Henry Ford's assembly line production, which aimed to make automobiles affordable for a wide range of consumers. However, the main drawback of this concept is its tendency to overlook consumer interests in the pursuit of increased labor productivity, reduced production costs, and, consequently, lower final prices.

In contrast, the product concept posits that consumers prioritize quality over price or availability. According to this perspective, consumers prefer products of superior quality with the best performance characteristics and features. Thus, companies focus their efforts on improving and enhancing the quality of their products. This concept is particularly effective in the production of technically sophisticated goods, such as Apple's iPhones. However, in practice, the application of this concept often leads to what is known as marketing myopia. In striving to create the perfect product, companies may lose sight of the fact that the product must also satisfy the consumer's needs.

The selling concept, or the concept of intensified commercial efforts, is based on the assumption that consumers will not purchase products in sufficient quantities unless prompted by targeted efforts in promotion or sales stimulation. The primary objectives of this concept are to overcome consumer resistance and ensure the sale of the available products. The emphasis is placed on selling the product rather than meeting consumer needs. This concept is frequently applied to the sale of goods with passive demand. For instance, this approach is used by television shopping networks, where consumers often make purchasing decisions directly during the product presentation, without prior intent to buy [2].

Let us turn to a detailed examination of various marketing concepts. The marketing concept posits that the achievement of an enterprise's strategic objectives fundamentally depends on the precise identification of the needs and wants of diverse market segments and individual consumers. By delivering the desired level of customer satisfaction in a manner that is both more effective and efficient than competitors, firms can achieve profitability. This approach necessitates a highly individualized focus, with firms tailoring their operations to specific markets or even individual customers. For example, the cosmetics company Avon exemplifies this paradigm by offering value-added services such as complimentary gifts with purchases, home delivery, money-back guarantees, and personalized consultations on its product offerings.

In recent years, increasing attention has been directed toward the concept of socially responsible marketing, which underscores the imperative for firms to address the needs and interests of target markets while simultaneously contributing to the welfare of both individual consumers and society at large. This concept represents a paradigm shift from traditional marketing practices, emerging in response to critical challenges such as environmental degradation, resource scarcity, and broader societal issues. For instance, the company Yves Rocher embodies the principles of socially responsible marketing. Its motto, "Nature is the source of beauty," reflects its commitment

to ecological sustainability [1]. The company's products are predominantly derived from natural and plant-based ingredients, thereby aligning its operational practices with environmental stewardship, consumer health, and service quality.

The relationship marketing concept offers a complementary perspective, emphasizing the establishment and maintenance of enduring, mutually beneficial relationships across the entire value chain – from producers to end consumers. This framework focuses on fostering long-term partnerships with all market participants. A notable implementation of this approach can be observed in the operations of McDonald's. The company strategically identifies optimal locations for its outlets, provides continuous advertising support to its franchisees, and regularly engages in consumer surveys to identify and promote the most successful products [2].

Another pivotal framework is the concept of international marketing, which entails systematic, sustained engagement in global markets. This concept is distinguished by its emphasis on external consumers, aiming to address their needs and preferences with precision. Its application spans all stages of the product lifecycle, including market entry, promotion, and growth.

Finally, the holistic marketing concept integrates multiple dimensions of marketing within a unified framework. It advocates for the strategic planning, development, and execution of marketing activities that recognize the interconnectedness and interdependence of all marketing elements. Holistic marketing encompasses various subfields, including relationship marketing, integrated marketing, internal marketing, and socially responsible marketing. By adopting a holistic perspective, organizations can effectively manage the complexities of contemporary marketing practices and achieve a balanced, multifaceted approach to market engagement.

3. Results of the study and discussion.

In the course of the study:

the key concepts of marketing management have been reviewed;

four main concepts have been characterized: production, product, sales and marketing;

advantages and disadvantages of the considered concepts in the context of modern market realities have been revealed.

4. Conclusion

In summary, we stress that the concept of marketing management is a science-based framework for the organization of operations in general and marketing in particular, based on a guiding principle. This vision is founded on an enabling strategy with the required imperative means to implement business activities in order to attain certain results, which are determined by the strategic plan of the undertaking.

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UDC 33

Libik D.M. Artificial intelligence in advertising and PR: optimization of personalization and creation of multimedia content

Искусственный интеллект в рекламе и PR: оптимизация персонализации и создания мультимедийного контента

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Abstract. This article examines key trends and perspectives of AI development in advertising and PR, such as the optimization of personalization and creation of multimedia content. The principles and methods of AI application in these areas are discussed. The technologies of machine learning and their role in creating personalized content are examined, as well as the possibilities and limitations of AI in the context of multimedia advertising.

Keywords: artificial intelligence, advertising, PR, personalization, multimedia, ethical challenges, machine learning, deep learning, natural language, computer vision, case-study, future development.

Аннотация. В этой статье рассматриваются ключевые тенденции и перспективы развития ИИ в рекламе и PR, такие как оптимизация персонализации и создания мультимедийного контента. Рассматриваются принципы и методы применения ИИ в этих сферах. Рассматриваются технологии машинного обучения и их роль в создании персонализированного контента, а также оцениваются возможности и ограничения ИИ в контексте мультимедийной рекламы.

Ключевые слова: искусственный интеллект, реклама, PR, персонализация, мультимедиа, этические вызовы, машинное обучение, глубокое обучение, естественный язык, компьютерное зрение, кейс-стади, будущее развитие.

В последние годы искусственный интеллект (ИИ) стал неотъемлемой частью многих областей бизнеса, в том числе рекламы и PR. Его способность анализировать большие объемы данных и извлекать из них ценные инсайты позволяет компаниям создавать более персонализированные и эффективные рекламные кампании. В условиях стремительно меняющегося рынка, где потребительские предпочтения и поведение становятся все более

разнообразными, технологии ИИ играют ключевую роль в оптимизации процессов взаимодействия с клиентами. Эта область знаний важна, что подтверждает множество научных статей на тему использования ИИ в рекламе и PR от таких специалистов области как Алгалиева Г.С., Шалкарбек А., Спиридонова Г.В., Мрочко В.Л., Омарова, А.Э., Кравец М.А., Нелюбов Д.А., Шмигельская Я.В. Настоящее исследование посвящено анализу применения ИИ в рекламе и PR, а также его влиянию на персонализацию и создание мультимедийного контента, что представляет значимость для бизнеса, стремящегося повысить свою конкурентоспособность и укрепить отношения с клиентами.

Для проведения данного исследования было использовано сочетание качественных и количественных методов. Качественный анализ включал изучение научных публикаций, отчетов индустрии и практических кейсов использования ИИ в рекламе и PR. Количественное исследование основывалось на опросах и анкетировании специалистов в области маркетинга и рекламы, с целью выявления основных трендов и предпочтений в использовании технологий ИИ. Данные были собраны с использованием онлайн-платформ, что обеспечивало широкий доступ и разнообразие ответов. Для анализа данных применялись статистические методы, а также инструмент для визуализации информации в виде графиков и диаграмм (методология).

Результаты исследования показали, что использование ИИ в рекламе и PR существенно улучшает уровень персонализации коммуникаций с потребителями [1]. 75% опрошенных специалистов в области рекламы отметили, что ИИ позволил им повысить релевантность рекламных материалов за счет анализа поведенческих данных пользователей. Например, компании, использующие алгоритмы машинного обучения для сегментации аудитории, смогли увеличить уровень взаимодействия с контентом на 40%. Кроме того, ИИ также оптимизирует создание мультимедийного контента. Автоматизированные инструменты, такие как генераторы текстов и видеоредакторы, позволяют существенно сократить время на разработку рекламных материалов. В исследовании приведены примеры применения ИИ в рекламных коммуникациях, демонстрирующие повышение эффективности:

– Альфа-Банк: использование ИИ для анализа данных о поведении клиентов и оптимизации рекламных кампаний привело к увеличению конверсии на 30% и сокращению расходов на рекламу на 20%.

– Wildberries: применение ИИ для анализа предпочтений клиентов и оптимизации рекламных кампаний позволило увеличить аудиторию на 40% и конверсию рекламы на 25%.

– Coca-Cola: анализ индивидуальных предпочтений пользователей и данных о покупках с помощью ИИ помогает определять популярность вкусов напитков в разных регионах и группах потребителей, что позволяет создавать более гибкую таргетированную рекламу.

– Unilever: разработка собственных рекламных инструментов с ИИ для написания текста для шампуня иллюстрирует применение ИИ в создании рекламного контента.

– WWF: использование ИИ для генерации изображений в социальных сетях (Midjourney и Stable Diffusion) позволило создать вирусный контент, эффективно доносящий природоохранный месседж.

– Heinz: создание забавных изображений кетчупа с помощью нейросети DALL-E 2 для рекламной кампании превзошло все ожидания по эффективности.

– Nike: система «Nike By You», позволяющая клиентам создавать собственный дизайн кроссовок, демонстрирует силу ИИ в персонализации и увеличении продаж. Система также собирает ценную информацию о предпочтениях потребителей.

– Amazon: использование чат-ботов для обслуживания клиентов обеспечивает круглосуточную поддержку, персонализированные рекомендации продуктов и повышает удовлетворенность клиентов.

Исследование демонстрирует, что применение ИИ в рекламных коммуникациях значительно повышает их эффективность, открывая новые перспективы в развитии коммуникационных технологий. В результате экспериментов с использованием ИИ в создании контента было установлено, что такие материалы показывают на 30% больший уровень вовлеченности и эффективности по сравнению с традиционно созданными [1].

Персонализация — ключевой фактор успеха в современной рекламе и PR. ИИ предоставляет инструменты для создания более релевантных и эффективных маркетинговых кампаний, учитывающих индивидуальные нужды и интересы каждого клиента. Первый шаг к персонализации — сбор и анализ данных о потребителях. ИИ позволяет собирать информацию из различных источников, включая:

• Данные первой стороны; – это информация, собранная непосредственно от клиентов через веб-сайты, мобильные приложения, формы регистрации и т.д. Примеры таких данных: история покупок, предпочтения в онлайн-магазинах, активность в социальных сетях;

• Данные третьей стороны; – информация, полученная из внешних источников, таких как аналитические компании, которые собирают данные о поведении пользователей в интернете (например, демографические данные, интересы, поведенческие паттерны);

• Данные из интернета вещей (IoT); – с ростом популярности IoT и умных устройств становится доступным огромное количество данных о поведении клиентов в реальном мире.

Используя собранные данные, ИИ может создавать детализированные профили клиентов, учитывая их интересы, потребности, поведение и демографические характеристики. Эти профили являются основой для персонализации рекламы и PR-материалов. ИИ, используя клиентские профили, генерирует персонализированную рекламу, контент и предложения. Это включает персонализацию текстовых сообщений (рекламных текстов, постов в соцсетях, писем), изображений и видео (с учетом предпочтений клиента в цветах, стилях и т.п.), а также рекламных предложений (товаров и услуг, интересующих клиента на основе истории покупок, поисковых запросов и других данных). Благодаря ИИ, реклама становится динамичной,

меняясь в реальном времени в зависимости от действий пользователя. Это проявляется в динамическом контенте веб-сайтов и рекламных платформ (изменение текста, изображений, видео под интересы пользователя), ретаргетинге (показ рекламы ранее просмотренных, но не купленных товаров) и геотаргетинге (показ рекламы, учитывающей местоположение пользователя).

ИИ революционизирует создание мультимедийного контента для рекламы и PR, предлагая новые творческие возможности и ускоряя производство. Используются GAN для генерации реалистичных изображений и видео, технологии преобразования текста в изображения (text-to-image synthesis) для быстрого создания иллюстраций и концептов, а также Deepfakes для изменения лиц на изображениях и видео. ИИ также создаёт оригинальную музыку разных жанров, анализирует существующую музыку для подбора оптимальных мелодий и аранжировок, генерирует реалистичный искусственный голос для озвучивания, и автоматизирует видеомонтаж, включая обрезку, добавление переходов, эффектов и титров.

Но существуют и некоторые возможности и ограничения ИИ в создании мультимедийных рекламных материалов. ИИ способен генерировать новые креативные идеи и концепции, ускоряя процесс и снижая стоимость рекламных кампаний. Он позволяет создавать точный и релевантный контент, учитывая индивидуальные потребности клиентов, и создавать интерактивный опыт. Однако, ИИ пока не способен полностью воспроизвести человеческий эмоциональный интеллект и создавать контент, вызывающий глубокий эмоциональный отклик. Кроме того, его креативность ограничена, и он не может создавать действительно оригинальный и уникальный контент на уровне человеческого творческого видения и интуиции. Наконец, использование ИИ в рекламе поднимает этические вопросы, связанные с прозрачностью данных, защитой конфиденциальности и риском предвзятости в алгоритмах.

Использование ИИ в рекламе и PR создаёт ряд этических и юридических вызовов. Необходимо обеспечить прозрачность использования данных клиентов, предоставляя им контроль над своей информацией, а также прозрачность работы ИИ в создании рекламных материалов. Важно соблюдать законодательство о конфиденциальности и получать явное согласие клиентов на обработку их данных. Особое внимание следует уделить риску предвзятости в алгоритмах ИИ, которая может приводить к дискриминации, и регулярно проверять алгоритмы на предмет предвзятости, внося коррективы при необходимости. К тому же, использование ИИ должно соответствовать существующему законодательству о рекламе и защите данных, например, GDPR.

Применение искусственного интеллекта в рекламных кампаниях: анализ кейсов. Представлены результаты применения ИИ в рекламных и PR-кампаниях различных компаний.

1. Tommy Hilfiger. Для продвижения новой коллекции был использован виртуальный инфлюенсер, созданный с помощью ИИ, который провёл интерактивную прямую трансляцию в день запуска продаж.

2. HungerStation. Внедрение функции анализа движения глаз пользователей с помощью ИИ позволило определить наиболее привлекательный контент и привело к привлечению 78 000 новых клиентов.

3. Pantone. Использование Midjourney для визуализации цвета года (Viva Magenta) и создание интерактивной digital-инсталляции увеличили количество поисковых запросов на 25%, сделав Viva Magenta самым популярным цветом в истории Pantone.

4. Sandvik. ИИ был использован для проектирования и изготовления «невозможной» статуи, демонстрирующей точность и инновационность решений компании. Экспонирование статуи в Национальном музее науки и техники Швеции привело к публикации более 700 статей в СМИ 66 стран.

5. Netflix. Использование алгоритмов машинного обучения для персонализации рекомендаций контента увеличило вовлеченность пользователей и время просмотра, что привело к росту подписок и доходов.

6. Spotify. Применение ИИ для создания персонализированных плейлистов и рекомендаций музыки повысило удовлетворенность пользователей и увеличило время прослушивания, что способствовало росту числа активных пользователей и вовлеченности.

Данные кейсы демонстрируют эффективность применения ИИ для повышения эффективности рекламных кампаний, персонализации пользовательского опыта и привлечения новых клиентов. Дальнейшие исследования могут быть направлены на изучение масштабируемости и долгосрочной эффективности подобных стратегий.

Исследование о применении технологий искусственного интеллекта и их роли в повышении эффективности рекламных коммуникаций подтвердило необходимость интеграции искусственного интеллекта в стратегию рекламы и PR компаний [1]. ИИ позволяет значительно повысить степень персонализации рекламных материалов, что в свою очередь ведет к увеличению их эффективности. Также результаты показали, что технологии ИИ способны ускорять процесс создания мультимедийного контента, обеспечивая его высокое качество и уровень вовлеченности аудитории.

Таким образом, компании, которые активно применяют ИИ в своих рекламных стратегиях, не только получают конкурентные преимущества, но и становятся ближе к своим клиентам, предлагая более адаптированные и ценные решения. В дальнейшем исследования в этой области могут быть направлены на изучение специфики использования ИИ в различных отраслях и на необходимость этического регулирования внедрения данных технологий.

Будущее искусственного интеллекта в рекламе и PR характеризуется несколькими ключевыми тенденциями: глубокая персонализация, основанная на анализе больших данных и

индивидуальных предпочтениях, позволит создавать максимально релевантные рекламные сообщения; технологии виртуальной и дополненной реальности (VR/AR) повысят интерактивность и запоминаемость кампаний, создавая иммерсивный пользовательский опыт; голосовые помощники (Alexa, Google Assistant) будут активнее использоваться для таргетированной рекламы и персонализированных услуг; в PR ИИ будет применяться для мониторинга онлайн-репутации, автоматического ответа на отзывы и оптимизации кампаний; ИИ начнет играть более значительную роль в креативном процессе, генерируя новые идеи и создавая оригинальный контент.

В заключении, искусственный интеллект становится неотъемлемой частью рекламы и PR, обеспечивая беспрецедентные возможности для оптимизации, персонализации и повышения эффективности. Однако необходимо учитывать этические и юридические аспекты, обеспечивая прозрачность и безопасность данных. ИИ предлагает новые возможности для создания более эффективных и персонализированных рекламных кампаний, автоматизации рутинных задач, высвобождая время специалистов для творческой работы и открытия новых горизонтов в мультимедийном контенте. Использование ИИ поднимает ряд этических и юридических вопросов, требующих внимательного рассмотрения и регулирования. Поэтому рекомендуется инвестировать в развитие и внедрение ИИ в рекламе и PR, обеспечивая прозрачность и безопасность данных, придерживаться этических принципов и обеспечивать беспристрастное применение технологий. Создание регуляторных рамок для использования ИИ является ключевым фактором для его ответственного и этичного применения. Наиболее эффективный подход заключается в синтезе творческих способностей человека и возможностей ИИ, что позволит создавать инновационные и этичные маркетинговые кампании, соответствующие требованиям современного мира. Будущее рекламы и PR будет основываться на успешном сотрудничестве человека и искусственного интеллекта.

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UDC 33

Voskvizova K.I. Alternative, unconventional marketing approaches

Альтернативные, непопулярные варианты маркетинга

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Аннотация. В статье рассматриваются нестандартные подходы к маркетингу, которые отличаются от традиционных методов продвижения. Эти стратегии помогают компаниям выделиться на рынке, особенно в условиях высокой конкуренции. Обсуждаются преимущества и риски таких подходов, а также примеры успешных кейсов. Работа опирается на международный опыт и результаты исследований в области маркетинга.

Ключевые слова: альтернативный маркетинг, вирусный маркетинг, партизанский маркетинг, инновации, нетрадиционные методы продвижения.

Abstract. The article explores unconventional marketing approaches that differ from traditional promotion methods. These strategies enable companies to stand out in competitive markets. The advantages and risks of such methods are discussed alongside examples of successful cases. The study draws on international experience and marketing research findings.

Keywords: alternative marketing, viral marketing, guerrilla marketing, innovations, unconventional promotion methods.

Современный маркетинг выходит за рамки стандартных рекламных кампаний. В условиях высокой конкуренции бренды ищут способы привлечь внимание аудитории новыми и нестандартными методами. Альтернативные стратегии позволяют создавать глубокий эмоциональный контакт с потребителями, формировать узнаваемость бренда и укреплять лояльность.

Целью данной статьи является исследование таких методов маркетинга, как вирусный, партизанский, цифровой креативный маркетинг, а также использование уникальных культурных контекстов и взаимодействий с аудиторией.

Рассмотрим основные подходы альтернативного маркетинга:

1. Вирусный маркетинг. Вирусный маркетинг основывается на создании контента, который аудитория будет распространять самостоятельно. Примеры успешных кампаний включают ролики компании Old Spice ("The Man Your Man Could Smell Like") и акции Blendtec ("Will It Blend?"). Эти подходы эффективны, но рискованны: если контент будет воспринят негативно, это может нанести вред бренду.

Секрет успеха вирусного маркетинга заключается в его способности вызывать сильные эмоции у аудитории, будь то смех, удивление или восторг. Например, компания ALS Association запустила кампанию Ice Bucket Challenge, которая не только привлекла внимание к благотворительной организации, но и собрала миллионы долларов. Однако, для достижения эффекта вирусного распространения необходимо учитывать культурные особенности целевой аудитории и избегать тем, которые могут вызвать споры или негативную реакцию.

Важным аспектом вирусного маркетинга является его долгосрочное воздействие. Даже после окончания кампании успешный вирусный контент может продолжать работать, привлекая новых потребителей. Ключ к успеху заключается в оригинальности идеи и её соответствии текущим трендам.

2. Партизанский маркетинг. Партизанский маркетинг характеризуется использованием неожиданных методов продвижения, требующих минимальных затрат. Это может быть искусство на улицах, флэшмобы или провокационные акции. Одним из примеров является кампания Nike, которая использовала городскую инфраструктуру для продвижения своих кроссовок. Такой подход позволяет выделиться на фоне традиционных методов, но требует тщательной подготовки.

Другим примером является акция компании Red Bull, которая организовала прыжок Феликса Баумгартнера из стратосферы. Эта кампания не только повысила узнаваемость бренда, но и стала примером инновационного подхода к маркетингу. Партизанские методы часто зависят от креативности команды и могут быть высокоэффективными даже при ограниченных бюджетах.

Партизанский маркетинг также имеет потенциал для взаимодействия с локальными сообществами. Такие кампании, как создание местных арт-объектов или участие в общественных инициативах, помогают брендам укреплять свои позиции в определённых регионах, вызывая чувство причастности у аудитории.

3. Маркетинг с использованием виртуальной и дополненной реальности. Инновационные технологии открывают новые возможности для взаимодействия с потребителями. Например, IKEA создала приложение, позволяющее пользователям визуализировать мебель в своих домах с помощью дополненной реальности (AR). Такие подходы создают уникальный опыт для потребителей, что укрепляет их привязанность к бренду.

Кроме того, компании, такие как Sephora, используют виртуальную реальность (VR) для создания симуляторов макияжа, что позволяет клиентам протестировать продукты перед покупкой. Этот подход не только упрощает процесс выбора, но и повышает удовлетворенность клиентов, что в конечном итоге приводит к росту продаж.

Новые технологии в маркетинге способствуют развитию персонализации. Системы дополненной реальности могут учитывать предпочтения и данные пользователя, создавая уникальный опыт для каждого клиента. Виртуальные пространства предоставляют брендам возможность организовывать мероприятия, такие как онлайн-выставки или мастер-классы, что усиливает взаимодействие с аудиторией.

4. Культурно-ориентированный маркетинг. Этот подход подразумевает использование локальных традиций, культурных особенностей и национального колорита для создания уникальных рекламных кампаний. Например, Coca-Cola адаптировала свои рекламные кампании в Индии, используя местные фестивали и обычаи.

Культурно-ориентированный маркетинг также включает в себя создание контента, который отражает ценности и приоритеты целевой аудитории. Например, компания Procter & Gamble в своей кампании "Thank You, Mom" подчеркнула важность семейных ценностей, что вызвало отклик у миллионов людей по всему миру.

Кроме того, культурно-ориентированные подходы могут быть эффективными при выходе на новые рынки. Компании, которые уважают и понимают местные традиции, с большей вероятностью завоюют доверие и лояльность потребителей. При этом важно избегать стереотипов и глубокого непонимания культурного контекста, чтобы не вызвать негативной реакции.

5. Экологически осознанный маркетинг. С ростом осведомленности о проблемах экологии многие компании используют экологически ориентированные стратегии продвижения. Это может включать выпуск продуктов из переработанных материалов, участие в экологических инициативах или продвижение идей устойчивого развития.   Например, бренд Patagonia известен своими акциями, направленными на сохранение природы, что укрепляет его репутацию среди экологически сознательных потребителей.

Экологический маркетинг также предполагает информирование аудитории о влиянии их выбора на окружающую среду. Такие инициативы, как использование экологичных упаковок или прозрачное описание цепочки поставок, помогают потребителям принимать осознанные решения. Кроме того, участие компаний в восстановлении экосистем или поддержке "зелёных" технологий создаёт положительный имидж.

Преимущества и риски:

Альтернативные маркетинговые стратегии обладают рядом преимуществ, таких как:

- Высокая степень вовлеченности аудитории.
- Возможность быстрого распространения информации.

- Экономия бюджета в сравнении с традиционными подходами.

- Уникальность и способность выделяться среди конкурентов.

  Однако существуют и риски:

- Потенциальная негативная реакция аудитории.

- Трудности с измерением эффективности.

- Возможные юридические последствия, если кампания нарушает общественные нормы или законодательство.

- Непредсказуемость результатов, особенно в случае вирусного контента.

Компании должны тщательно анализировать потенциальные последствия своих кампаний и быть готовыми к оперативной реакции на обратную связь от аудитории. Например, неудачная кампания Pepsi с участием Кендалл Дженнер вызвала общественное недовольство из-за неуместного использования социальных проблем в рекламе.

Альтернативные подходы к маркетингу могут стать мощным инструментом в арсенале брендов, стремящихся к уникальности и инновациям. Однако для успешной реализации подобных стратегий важно учитывать потребности целевой аудитории, культурный контекст и возможные риски.

Эффективность таких методов напрямую зависит от креативности команды и способности анализировать меняющиеся условия рынка. В условиях постоянно растущей конкуренции альтернативные подходы могут стать важным элементом стратегии, позволяющим компании не только выделиться, но и укрепить свои позиции на рынке.

Будущее маркетинга, вероятно, будет всё больше связано с интеграцией новых технологий и учётом социальной ответственности. Компании, которые смогут адаптироваться к этим изменениям, смогут сохранять конкурентное преимущество и поддерживать интерес аудитории.

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SECTION 2. CHEMISTRY

UDC 543

Ali Hussein Abd Alkhudher. Chemistry of Sensors for Urban Air and Water Quality Monitoring

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Abstract. The rapid urbanization of cities has exacerbated pollution, significantly affecting air and water quality. Chemical sensors are a vital technology for monitoring pollutants and ensuring compliance with environmental standards. These sensors use advanced chemical principles and materials science to detect specific pollutants, offering real-time data crucial for urban planning, public health, and sustainability.

This proposal aims to investigate the chemistry behind these sensors, their applications, challenges, and advancements, with a focus on enhancing their role in urban management systems.

Keywords: air, water, urban, quality monitoring

1. Objectives

1. To study the chemical mechanisms that underpin pollutant detection in air and water sensors.

2. To evaluate sensor materials and designs for enhanced sensitivity and specificity.

3. To analyze the integration of chemical sensors in smart city infrastructure.

4. To identify technological and operational challenges in sensor deployment and propose solutions.

2. Research Questions

1. What chemical principles are involved in the functioning of air and water quality sensors?

2. Which materials and designs are most effective for urban environmental monitoring?

3. How can sensor networks be optimized for real-time data collection and management?

4. What advancements are needed to improve sensor accuracy,

3. Methodology

1. Literature Review:

• Analyze existing research on sensor technologies, such as electrochemical, optical, and nanomaterial-based sensors 【11】【13】.

• Review case studies on the use of sensor networks in smart cities (e.g., Los Angeles and Singapore).

2. Sensor Material Analysis:

• Study the properties of materials like metal oxides, graphene, and molecularly imprinted polymers for pollutant detection 【12】【13】.

3. Field Testing:

• Evaluate sensor prototypes for air pollutants (e.g., NOx, CO_2, ozone) and water contaminants (e.g., lead, nitrates) in simulated urban environments 【11】

4. Data Integration:

• Develop models for integrating sensor data into IoT frameworks to support urban decision-making.

4. Key Areas of Focus

4.1 Air Quality Sensors

• Pollutants Detected: Nitrogen oxides, sulfur dioxide, carbon monoxide, ozone, particulate matter (PM2.5 and PM10).

• Technologies:

• Electrochemical Sensors: Detect gases via oxidation or reduction at electrodes.

• Metal-Oxide Sensors: Use changes in conductivity caused by gas adsorption.

• Optical Sensors: Measure light absorption or scattering by pollutants.

4.2 Water Quality Sensors

• Pollutants Detected: Heavy metals, nitrates, organic contaminants, pathogens.

• Technologies:

• Electrochemical Sensors: Use ion-selective electrodes to detect heavy metals.

• Optical Sensors: Measure fluorescence or absorbance changes due to contaminants.

• Nanomaterial-Based Sensors: Employ nanostructures like graphene for high sensitivity.

5. Challenges

1. Accuracy and Calibration:

• Urban environments with fluctuating temperatures and humidity can affect sensor performance.

2. Durability:

• Long-term stability is a concern, especially in harsh environmental conditions.

3. Integration:

• Merging sensor networks with existing urban infrastructures and IoT systems remains complex.

6. Proposed Advancements

1. Development of hybrid sensors combining multiple detection techniques for greater sensitivity.

2. Use of machine learning for real-time data processing and predictive modeling.

3. Miniaturization and cost reduction through advanced material design and manufacturing techniques.

7. Expected Outcomes

1. A comprehensive understanding of the chemical principles and technologies behind air and water quality sensors.

2. Identification of best practices for sensor deployment in urban environments.

3. Recommendations for future research and development to enhance sensor performance.

8. Applications

1. Smart Cities:

• Integration of sensor networks into urban planning for pollution control and resource management.

2. Public Health:

• Early detection of hazardous pollutants to protect vulnerable populations.

3. Regulatory Compliance:

• Real-time monitoring to ensure adherence to environmental standards.

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SECTION 3. INTERDISCIPLINARY ENVIRONMENT STUDIES

UDC 502

Slepneva N. The World Environment, humans and society

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Abstract. The purpose of this article is to study the problems of the global environment, their impact on humans, as well as the impact of society on the environment. Based on scientific articles on the study of the environment, the most pressing environmental problems are highlighted. The main focus is on the relationship between man and nature. The results obtained are summarized and some solutions are proposed. The article contains a call for a more careful attitude towards the environment due to the inextricable connection between man and nature.
Keywords: nature, man, society, environment, ecology, causes, solutions, recommendations

Introduction

In the 21st century, there are many environmental problems caused by anthropological activities.

An analysis of the articles available on this topic allows us to state that such problems affect many spheres of society: political (the government of countries tries to pursue a policy aimed at maintaining a clean environment) economic (states allocate funds for the construction of energy-saving panels, strongly supports volunteering) and, in particular, social (many people suffer from untreated water, polluted air and so on).

Material and methods

The environment is a concept that includes the natural conditions of a certain area and its ecology. People continuously interact with the environment and can influence its changes, which do not always have the best effect on the environment. For example, deforestation is necessary for human existence: their trees make paper, tables, chairs and other interior items in the house. In addition, due to wooden construction, living space is provided for a huge number of people, since private sectors in which houses are made of wood are widespread in Russia. However, it is no secret that society often abuses its opportunities and crosses the line in using the resources of the surrounding world, thereby depleting it: in order to earn more money, construction companies cut down forests to build various shopping malls, residential complexes and so on. By these actions, people destroy the unique originality of nature and worsen air quality, since it is trees that absorb carbon dioxide and release oxygen in the process of photosynthesis, with which a person continues to exist on Earth. Another threat to the global environment is pollution of water, air and soil. For the

stable existence of society, many factories and factories were built, which create cars, airplanes, as well as things that are simply necessary in everyday life: computers, telephones, doors, detergents and so on. Nevertheless, the production of the above-mentioned items that facilitate the life of society leads to rather disastrous consequences for the environment in which the person himself lives.

Thus, the destructive consequences of production can include water pollution from waste from factories, which directly harms nature: fish die out, people have to spend resources on additional water purification. Also, one of the most important difficulties is air pollution, which is the most common environmental problem, especially in large cities, where public transport is widespread, because of which exhaust gases enter the air and because of this the lungs, eyes, and heart of a person suffer. Special attention should be paid to soil pollution, which occurs due to the inattention of people, their disregard for the environment: the release of household waste, the use of pesticides in food cultivation, as well as accidents with leakage of oil products.

It should also be mentioned transport, which spoils the quality of the soil with its exhaust gases and gasoline spills. Summarizing all the above problems, we can conclude that society needs to take serious steps in order to level out its harmful effects on nature, because a person largely depends on it: plants emit oxygen, with the help of plants a person receives a sufficient amount of food, human activity depends on weather conditions (For example, they were engaged in agriculture mainly in those countries where there were fertile soils — in the valleys of the Nile, Ganges, Yangtze. In steppe areas with a sharply continental climate, cattle breeding was preferred). In addition, in addition to household waste, radioactive waste that is generated during the extraction of uranium and the dismantling of nuclear power plants is not sufficiently disposed of. At most nuclear power plants, the equipment is outdated, and the situation becomes critical, since an accident can occur at any moment.

Radioactive radiation of dangerous substances leads to mutations and cell death in human, animal and plant organisms. Contaminated elements enter the body through water, food and air, accumulating, and the effects of radiation can only manifest themselves after some time. A striking example of this is the accident at the Chernobyl nuclear power plant and the incident at the Mayak plant in the Chelyabinsk region. More than 2,000 settlements have been exposed to radiation, affecting over 1 million residents.

The results of the study

During the study, it was possible to investigate the environmental problems faced by people in the 21st century and achieve the following results:

1)The most urgent environmental problems are highlighted;

2) Attention is paid to the mutual influence of man and nature;

3)Solutions are proposed.

Conclusion

In conclusion, we can say that environmental problems are an inevitable result of human interaction with nature, since man pursues the goal of adapting to the environment in which he exists, therefore, deforestation and the construction of shopping malls occur, air pollution due to the emergence of a way to move faster by car, and so on. However, by creating a clear action plan for the restoration of nature, society will be able to cope with the environmental problems that have appeared in the process of anthropological activity, thereby thanking nature for the amount of resources that man has received thanks to it. That is why in this article the author offers several solutions to environmental problems caused by anthropogenic activities.

Firstly, it is necessary to educate environmental literacy from school and even earlier. It is only with the support of the state and the right environmental thinking that it is possible to deal with environmental problems. (For example, to increase the number of places for plastic and glass delivery, where people would receive money for garbage collection).

Secondly, to ensure the introduction of electric cars in as many cities as possible, which will prevent exhaust gases from entering the air. In this way, soil and air pollution will be prevented.

Thirdly, in order to eliminate pollution of the atmosphere and water bodies, control over waste emissions is necessary. The installation of modern sewage treatment plants reduces the level of pollution in nature.

Fourth, it is necessary to use innovative methods in production in order to neutralize the negative effects of radiation on the outside world, as well as carefully handle waste in production, wearing sanitary protection.

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SECTION 4. JUSTICE

UDC 34

Mulkeeva P. Women with low social responsibility: topical views on the problem of legalization of prostitution in the world

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Abstract. The article studies the problem of the existing phenomenon of prostitution in modern society. The main attention is paid to the study of trends of its decriminalization in society. Based on the conducted research and statistical data, the legislation is analyzed (by the example of some countries). It substantiates the importance of purposeful actions of the state not only in preventing real crimes arising in the field of sex work, but also in forming a negative view of the phenomenon of prostitution.
Keywords: The problem of prostitution, sex work, sexual crimes, Criminal law.

1. Introduction

Prostitution is a term, which is used to describe the act of payment for the exchange of different kinds of sexual services. The inclusion of some sensitive topics such as: ethics of sex, deep-seated beliefs about the people who sell sexual services, the idea of trading sex for money, and the consequences, which effect women sellers (and sometimes others involved in organized prostitution), makes the global conversation and exploration of the ways of regulating illegal actions, caused by prostitution such as human trafficking, sex slavery, increase in the number of victims of violence, quite difficult. That is why "prostitution problem" rises to the level of high politics through history of the humanity, following societies` most urgent and topical challenges and issues e. g. global capitalism, international migration, and tensions related to entrenched gender, class, and race inequalities among nations.

The purpose of this article is to research the problem of existing phenomenon of prostitution in the modern society, including the tendencies of its decriminalization in some parts of the world and observation of the outlook on the problems, which appear in society with spreading of the phenomenon of prostitution on the state and world levels .

2. Material and methods

The history of prostitution begins with the existence of ancient civilisations. The first mentions of sex work are dated back to XVIII century b. c. in the Code of Hammurabi, where is described protection of property rights of women, including prostitutes. Prostitution is also present in the Bible in the Old Testament: the mentioning of prostitute — the harlot Rahab from Jericho II millennium BC. Prostitutes existed in ancient Greek and Roman civilisations, during Medieval ages until the epoch of Renaissance quite openly. Restrictions of prostitution appeared with formation of police forces in 17-19th centuries in European countries, but it still did not made sex work disappear. Until after World War II, the sale of extramarital sex was highly institutionalized in Japan. Prostitution was and still exists in human society to this day in many countries and cultures of the world. There are around 52 million prostitutes in the world according to bed-bible statistics rates[5]. Thus, we can make a conclusion that the phenomenon of selling sex for benefits exists in human society for at least around four million years of human history long before Homo sapiens had appeared.

What are the reasons of such strong "popularity" and elaboration of prostitution? It can be assumed, that wide spreading of sex work is led by some sociol-ideological factors: the industrial growth of cities during historical processes and poverty of the people living in them (this phenomenon increased the demand of traded sex), the discrimination of women throughout the history, which led to violation of their basic human rights, the disruption of socializing process of an individual, decrease of general cultural level of communication in society, lack of spiritual values, absence of the basis of sex education and stigmatisation of topics about sexuality in peoples' daily life[6].

Prostitution brings many various problems to the society with its existence such as: human trafficking and sex slavery-according to International Labor Organization, 22% of people involved in prostitution had become victims of violent sex exploitation: were traded or kidnapped and sold into sexual slavery[1],[4]. Sex workers regularly become victims of sexual assault, rape and sexual violations. According to data of scientific research of UN Emergency Relief coordinator Ursula Muller, 90% of sex workers were violated either sexually or physically and 70% of prostitutes suffer from post-traumatic disorder. It is proved, that prostitution is directly tied with drug use. Research indicates a strong correlation between substance abuse and sex work. A 1994 study focusing on prostitutes in South London established a connection between sexual practices, the intensity of addiction, and the use of heroin, alcohol, and to a lesser degree, cocaine. Further supporting this link, a study by the UK's National Treatment Agency for Substance Misuse suggests that a staggering 95% of women engaged in street prostitution in the UK struggle with heroin or crack cocaine addiction. With prostitution growth the amount of cases of people being infected with illnesses and diseases, which can be obtained through sexual activity[7]. Taking an example from history: in the early 1900s, Tallinn (Estonia) had a reputation amongst medical experts as a city with a venereal disease problem. In 1914, one physician claimed that one in ten Tallinn residents were infected with a venereal disease, and most apparently caught their infections following encounters with prostitutes in the city's

brothels. These mentioned problems brought with prostitution clearly show, that sex work has to be severely restricted and prohibited at the legislative level[12].

Speaking of law and how it views prostitution and approaches the problem of how it negatively affects the society let's look at some examples of countries around the world and their solutions in regulating and punishing sexual crimes, including prostitution: USA, Republic of India, The Great Britain, Russian Federation and Japan.

USA

Washington State criminalizes all parties involved in prostitution, but there have emerged tendencies from focusing on punishing sex workers to the direct buyers of sex services, who fund and drive the industry. According to "Nordic Modern Now!" research in year 2020 74 felony sex trafficking of children and 21 of adults charges were filed. This switch from focusing law enforcement efforts on the (mainly) women and children being exploited to focusing it on the pimps and buyers came about in large part because grassroots prostitution survivors and feminists worked to raise awareness of the harms of prostitution. The main source for organisation of prostitution in the USA is through internet websites and ads, which brings all the law enforcements to control of illegal cites and activity mostly online[14].

Republic of India

In India are considered illegal next acts: solicitation for prostitution, managing a brothel or allowing the usage of certain places as brothels, living on the earnings of a prostitute's money, inducing or kidnapping an individual for prostitution, detaining anybody in brothels, seducing a person under custody for prostitution and carrying out prostitution within 200 meters of any public place like schools, colleges, temples, hospitals, which are brought to regulation by Immoral Traffic (Prevention) Act, 1956. Prostitution is considered a sensitive topic in India and is not openly discussed, but it does not minimize its consequences brought to society. It is estimated that more than 110 women of all age groups have been abducted for the purpose of forced prostitution in India. About 50 of them are girl children. One-fourth of child abductions for prostitution takes place in the metropolitan cities. There are offers for legalizing the prostitution. It is still a great deal considering the fact, that it was an ancient practice in the country, though it was and still described to be illegal, it is continued due to a lack of enforcement of laws and the inability to restrict this practice entirely[8].

The Great Britain

In Great Britain is considered illegal:

To see a prostitute aged under 18. The law as to whether it is legal for a 16 year old client to see an 18+ prostitute is unclear. It is illegal to seek for sex workers in streets – so called kerb crawling. It does not matter if a person is in a vehicle or on foot. It is also illegal for prostitutes to solicit their services in the street. It is illegal to see a prostitute that has been forced into prostitution by exploitative conduct. This is a strict liability offense; ignorance of the exploitative conduct is no defense. It is illegal for 2 or more women involved in prostitution to operate from the same premises.

A place where such practice is held is known as a brothel. The law in Great Britain views sex workers as victims of the industry. Prostitution itself is not illegal. However, the Sexual Offenses Act of 2003 introduced an offense of 'controlling' prostitution. The offense punishes the part, which has control over sex workers in any possible way. Prostitution in the United Kingdom is legal if the particular person offering sex does it for financial gain. However, there are mentioned activities, which are unlawful (described above).There are also an active discourse in debate of legalizing prostitution completely or strictly forbid it, because people involved in sex work, especially women, are still not safe in providing sexual services[9],[13].

Russian Federation

Prostitution in Russia is not legalised and is regulated by some articles of Criminal code of Russian Federation and Administrative code of Russian Federation.

The act of prostitution itself is regulated by article 6.11 of the Code of the Russian Federation Administrative Offences — it is punished by a fine (1500-2000 rubles) Gaining from providing sexual services through another person leads to administrative punishment of administrative arrest for up to 15 days[16].

There are also articles of Criminal code, which regulate sex work in Russia. For example, the article 240 of criminal code establishes liability for coercion and involvement in prostitution. The maximum punishment for this activity is 8 years of imprisonment. There is also mentioned how organization of prostitution is punished by 15 years of imprisonment. It includes involvement of other people in sex work and brothel maintenance[10].

Japan

Historically, prostitution in Japan has been viewed as a societal reality, albeit one confined to designated areas known as pleasure districts. While tolerated within these zones, operating brothels outside these boundaries was strictly prohibited and resulted in closure and relocation of sex workers to licensed establishments. Currently, the Anti-Prostitution Law criminalizes prostitution. However, it adopts a protective stance towards individuals engaged in sex work, choosing not to penalize them directly due to their perceived vulnerability. The law primarily targets those who facilitate or profit from prostitution, such as pimps and brothel owners. Engaging in acts that enable prostitution, including providing venues or managing sex workers, is subject to legal repercussions. Furthermore, engaging in sexual activity with a minor, regardless of consent, constitutes child prostitution and carries severe penalties under various laws[15].

In conclusion, this comparison of views on prostitution based on statistical data, the legislation of the above mentioned countries regarding the issues under study h makes it clear, that prostitution is considered to be illegal and strictly prohibited activity. In addition, almost in every law system exist tendencies leaning for protection of weak and vulnerable party – sex workers, who are involved in prostitution especially if the person was forced in sexual activities.

The legislation of prostitution and its consequences

The legislation of prostitution can lead to some serious consequences, which can negatively affect not only direct victims of the industry, but the society in general.

1 The legalization of prostitution in the Netherlands and Germany has led to the decriminalization of pimps, brothels and buyers. In Sweden, prostitution has been decriminalized, but buyers remain under sanctions. Legalization of prostitution does not solve the problem of demand for prostitution, but only makes it visible[11].

2. Legalization and sex trafficking.

3. Legalization of prostitution facilitates sex trafficking.

In the Netherlands, for example, 80% of women in brothels were trafficked from other countries. In Germany, 75% of prostitutes were foreign women smuggled into the country. In Australia, the legalization of prostitution led to an increase in human trafficking;

4. Legalization and expansion of the sex industry.

Legalization of prostitution does not control the sex industry but expands it. In the Netherlands, prostitution accounts for 5% of the economy and has grown by 25% in the last decade. Prostitution is promoted by sex work associations and organizations made up of buyers;

5. The future of legalizing prostitution.

The Netherlands is considering legalizing prostitution for women from other countries. Prostitution is seen as an "option for the poor" rather than exploitation.

6. European systems of prostitution.

Europe has a number of state-funded prostitution systems. Switzerland also has a state-sponsored prostitution system. Europe has a high density of trafficking victims[2].

7. Impact of legalization on street prostitution.

Legalization does not always protect women from street prostitution. Women prefer street prostitution because of control and exploitation. Legalization may drive women into street prostitution;

8. Stigmatization and oppression.

Legalization does not erase the stigma of prostitution. Women in prostitution lose anonymity and become more vulnerable. Legalization increases the oppression of women;

9. Protection of women.

Legalization does not protect women in prostitution. Women are physically abused and sexually exploited. Surveillance cameras in brothels protect customers, not women;

10. Increased demand for prostitution.

Legalization increases the demand for prostitution. Men find prostitution acceptable, leading to an increase in demand. Women are forced to compete by offering new services;

11. Social and ethical implications.

Legalization sends a message to new generations of men that women are sexual commodities. Women's reproductive capacity becomes a commodity[3].

Results of the study

1. Based on statistical data, the legislation of the above-mentioned countries regarding the issues under study has been analyzed: the legalization of prostitution has not consistently resulted in the promised benefits, such as improved safety and health outcomes for sex workers. Evidence from various jurisdictions suggests that, rather than eradicating associated criminal activities, it can lead to an expansion of trafficking and organized crime;

2. The results obtained have been summarized: the core of the issue lies in the necessity to prioritize protection and empowerment over regulation and normalization of an inherently exploitative practice. Instead of legalizing prostitution, society should focus on addressing the root causes of why individuals, especially women, enter this line of work—poverty, lack of education, and systemic inequality—through comprehensive support systems and policies aimed at promoting social justice and human rights.;

3. The importance of purposeful actions of the state not only in preventing real crimes arising in the field of sex work, but also in forming a negative view of the phenomenon of prostitution has been substantiated: legalizing prostitution could inadvertently reinforce harmful societal norms that objectify and commodify human beings, undermining efforts to promote gender equality and respect for individual dignity. Public health concerns also remain prominent, as the complications surrounding sexually transmitted infections and substance abuse may persist or worsen in an unregulated environment.

Conclusion

The question of legalizing prostitution presents a multifaceted challenge with significant social, economic, and ethical ramifications. Differing viewpoints on the role of women with limited social responsibility within this context underscore the diverse experiences and difficulties encountered by individuals engaged in sex work. While proponents of legalization argue that it would empower these women by affording them safer working conditions and legal safeguards, opponents express concerns regarding potential exploitation and the perpetuation of societal stigmas.

The divergent approaches to legalization adopted by various nations demonstrate the necessity for policies tailored to specific cultural, economic, and social contexts. Open dialogue encompassing the perspectives of sex workers themselves is crucial to ensure that their rights and needs are prioritized within any legislative framework.

Ultimately, addressing the issue of prostitution necessitates a comprehensive understanding of the underlying societal factors influencing women's choices and circumstances. By cultivating an environment characterized by respect, support, and empowerment, society can strive to mitigate the stigma associated with sex work and promote social responsibility for all parties involved. Moving forward, it is imperative to continually evaluate the consequences of legalization and advocate for

policies that uphold the rights and dignity of all women, irrespective of their socioeconomic status or personal choices.

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SECTION 5. PSYCHOLOGY AND EDUCATION

UDC 159.99

Panferova E. Development of communicative universal learning activities in primary school children

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Abstract. *This article examines the trajectory of the development of communicative universal learning activities in primary school children based on an analysis of existing research, highlighting key stages and difficulties. It explores the interplay between theoretical frameworks and empirical findings concerning the acquisition of communication skills, considering factors such as pedagogical interventions, social context, and individual differences. The review highlights areas requiring further investigation to support effective CULA development in primary education.*
Keywords: *Primary education, communicative universal learning activities, communication skills development, developmental stages, primary school children.*

The importance of a high level of development of communicative universal learning activities becomes more apparent when a child transitions to school (G.G. Kravtsov, M.I. Lisina, V.A. Petrovsky, A.G. Ruzskaya, E.E. Shuleshko, et al.). This is because a critical decrease in learning capabilities is observed in schoolchildren who are unable to engage in dialogue, communicate, negotiate, and express their opinions during collaborative activities with peers or teachers.

A child's transition to school marks the beginning of an important stage in their age-related development. V.V. Davydov writes that primary school age is a special period in a child's life, bounded by the age range of 6-7 to 10-11 years. The most important change during this age is the shift in leading activity. It becomes academic; during this period of ontogenetic development, the social role also changes, and the child becomes a student [2].

At age 7, children gain access to simple thought operations of a concrete-active nature and an understanding of cause-and-effect relationships. Seven years old is notable because speech begins to perform regulatory and planning functions, directly demonstrating the connection between thinking and speech. The ages of eight and nine, corresponding to the second and third years of schooling, are marked by the activation and growth of interpersonal relationships among students, which in turn is beneficial for the development of communicative actions and helps to master them more effectively [3].

A primary school student possesses sufficient knowledge and skills in the sphere of interpersonal relationships. This includes the ability to communicate and interact with peers and adults, the ability to navigate family relationships, and the already sufficiently developed volitional and reflexive abilities of the student. Therefore, the period from 6-7 to 10-11 years is of great

importance for the successful assimilation of social norms and the development of communication [4].

For this reason, educators must maintain this direction and create conditions and structure the educational process to enable the further development of communicative universal learning activities.

Many authors have paid attention to the specifics and features of the development of the communicative component in schoolchildren. These include the works of A.G. Asmolov, O.V. Beskrovnaia, T.A. Ladyzhenskaya, A.V. Mudrik, et al.

The specifics of the development of the communicative component of universal learning activities have their nuances and change throughout primary school, from first to fourth grade [6].

The first year of schooling presupposes the presence of motivation to establish communication with others and the ability to conduct dialogue even in contentious circumstances. The teacher faces the important task of teaching younger schoolchildren to work together with a partner to achieve a set goal.

The second year of schooling aims to teach students to work not only with one partner but also with several, in small teams. The priority is the development of the ability to distribute functions and tasks within a micro-collective, as well as developing a plan for carrying out the activity. The teacher performs a controlling and corrective function.

The third and fourth years of schooling involve achieving a more complex goal, which is related to the ability of the entire micro-group to actively and independently draw up a plan of actions necessary to achieve the desired result. The ability to offer one's own idea and the skill of persuasive argumentation in favor of the proposed suggestion during interaction is formed, while remembering the ultimate goal of the collaborative work [5].

Let's compare the development of communicative actions in first-graders and graduating primary school students in terms of communication as a means of cooperation and a condition for the process of internalization.

First-graders only minimally possess the ability to agree and choose a common plan to solve a problem, which is also related to the peculiarities of ontogenetic development at age 7. By age 10, we see significant progress in the development of communication skills. The ability to agree at a basic level and in simple situations evolves into the skill of resolving conflict situations while maintaining a tolerant attitude towards the opponent; the skill of substantiating one's idea with evidence is formed; the ability to compromise appears; and the ability to formulate a question that will allow obtaining the necessary information becomes accessible. The student becomes able to control and correct not only their own actions but also those of their partner, as well as to be an active organizer of the joint activity [7].

Considering the aspect of communication as a condition for internalization, the transformation of communication skills becomes apparent. For a successful transition to school,

speech development must be at a sufficient level to ensure easy integration into the school collective. A first-grader should easily formulate grammatically and lexically correct phrases that are understandable to peers and adults and help obtain a response to the child's request or question. By the age of seven, speech begins to perform planning and regulating functions, indicating its inseparable connection with the processes of thinking. At age 10, a child should understand the subject matter (what and why I am doing) and the conditions (in what circumstances will I have to act and how more effectively) of the activity [8].

Comparing the level of communicative development in first, second, third, and fourth graders, it can be noted that all aspects of communication undergo significant changes throughout the child's primary school education; a colossal increase in students' communication skills is evident.

It is obvious that communication skills are formed from birth through interaction with parents, relatives, and other children. However, creating an environment that involves the purposeful development of the components of communicative activity has a beneficial effect on the formation of these skills. Schoolchildren become more confident and can use these skills more effectively, since the educational process itself creates learning conditions that necessitate establishing contact and developing relationships between children naturally, through participation in joint activities.

According to A.A. Abramova and E.F. Kozina, the structural components of the organization of communication as cooperation should be considered as follows: distribution of functions among participants; mutual exchange of methods and forms of action with a partner to achieve a good result at the end of the activity, achieving a common goal; mutual understanding; implementation of the processes of distribution, exchange, and mutual understanding through high-quality communication, dialogue; and consideration of joint options for implementation [1].

The organization of joint activities that create the opportunity and conditions for developing the skill of verbally describing and explaining one's actions during the performance of any activity proves important for speech development. Because, thanks to such tasks, this external speech support is gradually internalized and becomes internal, helping the child navigate the activity being performed in the future [9].

During this joint activity, students should be able to verbally describe or explain the content of their own actions using speech statements to plan, evaluate, and control their execution [10].

Systematicity and complexity are key to the timely and correct development of communicative universal learning activities; all three interconnected aspects must be involved simultaneously for the best result. Solving diagnostic problems, including the study of different parts of communicative universal learning activities, is ensured by a set of specific methods [11].

By the end of primary school, students should have developed a range of communication skills defined by the Federal State Educational Standard (FSES) for primary general education. However, not all children reach the required level of development of communicative abilities.

A child's success in learning, and then an adult's success in life as a whole, is largely based on the development of communicative learning activities, an important stage of which is primary school education. Communicative universal learning activities must be formed and developed in a timely manner, which constitutes a necessary and one of the main tasks of the modern school, whose goal is connected with the upbringing and multifaceted personal development of the younger student, ensuring adaptation to the constantly changing trends of modernity.

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Pronicheva O. Exploring the components of personal potential in adolescents: a review of contemporary research

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Abstract. This article reviews contemporary research on adolescent personal potential. It analyzes various approaches to defining and structuring personal potential, examining its key components (intellectual, communicative, creative, emotional-volitional, motivational-value, etc.), and discusses methodological challenges in this research area. The review includes an analysis of both foreign and domestic psychological concepts and highlights the importance of studying adolescent personal potential in the context of contemporary social changes and educational goals.

Keywords: Adolescents, personal potential, components of personal potential, self-regulation, self-actualization, self-determination, creativity, communication skills, motivational and value component, emotional and volitional component, intellectual potential, hardiness.

The interest in studying personal potential has been inherent in humanity throughout history. This topic has been analyzed under various scientific terms, such as the strength of individuality, psychological defense mechanisms, coping strategies for stress, self-regulation processes, resilience to life challenges, and others. Research has encompassed a broad spectrum of issues, from psychological well-being to growth and development processes throughout the lifespan (ontogenesis). Consequently, the emergence of key concepts like self-development, self-determination, self-actualization, personal growth, and personal well-being has significantly broadened the scientific understanding of this field.

According to Z. Freud's concept, the relevance of this issue has remained high since its initial theoretical formulation, which focused on the dynamics between the regulating ego and its energetic id. This is particularly significant considering that the human ability to realize their intentions, despite external obstacles, including those that may be unfavorable at times, is recognized as valuable not only in various professional spheres but also in everyday life.

In the 1930s, G. Allport highlighted the significant parallels between the concepts of mental health and personality maturity [1]. Subsequently, in the 1960s, within humanistic psychology, the term "human potential" was introduced and widely disseminated, implying the necessity of its awareness and development during personal formation.

The concept of personal potential represents a relatively new area of research in psychology. This term encompasses the study of the diverse abilities and qualities of an individual,

manifested within various methodological frameworks in both global and Russian psychological practice and theory. Concepts such as volitional regulation of behavior, ego strength, mental resilience, existential choice, motivation for self-determination, and others reflect key aspects of personal potential. Among Western studies, the approach of S. Maddi stands out, who introduced the concept of "hardiness," which, according to D.A. Leontiev, most fully captures the essence of personal potential [4].

Every individual possesses an innate potential for certain types of activity. Throughout their life, a person defines key directions for themselves, formulates goals, and strives to achieve them. Generally, potential is understood as the possibility of performing various actions: making decisions, taking actions, and realizing oneself in a particular sphere. From a psychological perspective, potential represents the capacity for spiritual growth, self-improvement, and overcoming obstacles in life. Depending on the level of motivation and the desire for self-development, potential can be fully or only partially realized.

International scholars in psychology identify the concepts of "self-actualization" and "self-realization" as equivalents, representing a person's aspiration to develop their innate abilities. Foreign researchers consider "self-actualization" and "self-realization" as synonyms for personal potential, reflecting the striving to unlock one's own potential; these include A. Maslow, C. Rogers, V. Frankl, many of whom introduced their own terminology [3].

For instance, K. Goldstein related the concept of "self-actualization of personality" to personal potential, arguing that the striving for self-actualization is the primary motivator for an individual's progress [12].

The analysis and understanding of individual psychology have become a central focus of study within Russian psychological science in recent years. With increasing relevance in the context of the dynamics of the modern world, the need to research personal potential during puberty is highlighted. The influence of educational processes and upbringing contributes to the evolution and formation of personality traits. Contemporary educational policy prioritizes the stimulation and cultivation of personal growth and development.

D.A. Leontiev defines personal potential as a set of traits that determine an individual's ability to achieve maturity. This indicator expresses the degree to which a person can overcome challenges, including internal obstacles, and evaluates the level of effort undertaken by the individual for self-improvement and adaptation to changes in their life context [11].

V.N. Markov and Yu.V. Sinyagin attempted to formulate the concept of personal potential, linking it to the concept of successful social adaptation. They see it as a set of renewable personal resources aimed at achieving significant social results. They believe that all of an individual's achievements throughout their life reflect their potential and can be used to assess its level. Thus, the researchers propose analyzing elements of personal potential through the lens of their

embodiment in qualities that define the structure of human life, which allows for observation of the restoration and development of potential in various aspects of activity [7].

In the context of D.A. Leontiev's research in psychology, the importance of studying the "essential characteristics" of personality led to the formulation of the "personal potential" concept. This concept draws on our experience of perceiving people's unique attributes and their inner core. Personal potential is a complex structure of individual traits forming the basis of individuality and serving as an indicator of its maturity. D.A. Leontiev emphasizes that the key to understanding personal potential lies in its structural elements: autonomy, the capacity for self-determination, and the ability for self-regulation [5].

In his scientific work "Human Activity," M.S. Kagan proposed a model of a systematic approach to understanding personality, based on Rubinstein's ideas. In his view, five potentials can be distinguished within the structure of personality:

1.   Gnoseological potential: This aspect is closely related to the active acquisition of knowledge. For effective learning and retention, adolescents should rely on existing knowledge about the world and practical experience gained through natural and social interaction, expressed in self-education.

2.   Axiological potential: Characterized by innate and developed capacities for understanding and accepting society's moral standards. This process is realized through socialization, influenced by religious, political, and ethical contexts. Consequently, the individual gains the ability to purposefully shape their life priorities, ideals, and moral principles.

3.   Creative potential: This aspect emphasizes the developed skills and abilities of students used in creative activity.

4.   Communicative potential: During the formation and development of individual traits, students actively develop their communication skills. This includes developing personal qualities such as readiness to help others, empathy, and the ability to work effectively in a group. The development of individual character and communication skills is a key aspect of personality formation, enabling easy interaction with others.

5.   Artistic potential: The key task of the educational process, both within academic lessons and extracurricular activities, is the formation and development of aesthetic sensibility and spiritual aspects of personality. Students should realize their need for art and find ways to satisfy it, utilizing various approaches and tools provided by the teacher [3].

G.V. Sorokoumova identifies the elements of personal potential as intellectual, communicative, creative, motivational-value-related, and emotional-volitional components.

The first component of personal potential in gifted adolescents is intellectual potential. It is determined by the volume and quality of information and the foundation of personal development, reflected in the quantity and quality of assimilated information and the ability to think. This potential is strengthened by intellectual flexibility, and its formation is conditioned by the combination of

intellectual abilities, the level of education received, and the presence of practical experience. Intellectual potential directly influences an individual's cognitive activity.

Communicative potential, as an essential element of personal development, includes a set of characteristics, skills, and abilities enabling effective communication, building and maintaining understanding with others, and mastering new forms of communicative interaction, improving social and communication skills.

The third aspect of adolescent personality development – the creative component – is characterized by a complex of skills, abilities, and aptitudes aimed at innovative and effective influence, primarily through creativity. This component provides gifted adolescents with opportunities for intellectual and artistic self-expression, allowing them to find unique and original solutions in any situation.

The fourth component of personal development, the emotional-volitional sphere, encompasses a range of emotions, experiences, moods, and traits related to emotionality and volitional acts. Strengthening emotional-volitional control is closely linked to the development of the individual's motivational and value system, the formation of their worldview and beliefs, and their ability to overcome challenges and perform volitional actions.

The fifth element of an adolescent's individual development, the motivational-value aspect, includes a set of personal goals, a system of values and orientations, as well as social and psychological attitudes. This aspect is crucial in the structure of personal growth, closely intertwined with the moral aspect, forming a unified value-ethical component of personality.

Personal potential is a key element of subjective foundations, playing a leading role in directing personality development, including a wide range of possible directions for self-realization. This term refers to the totality of individual psychological characteristics expressed in an individual's ability to maintain consistency in their actions and life aspirations in the face of social change and obstacles, based on their personal values and principles.

Personal potential is the totality of inherent abilities, qualities, and resources within a person that can be actualized and utilized to achieve life goals and self-realization. It is an integral characteristic of personality, reflecting its possibilities and prospects for development.

There is no single universally accepted definition of personal potential. Different authors emphasize different aspects. For example, D.A. Leontiev considers personal potential as "a measure of the possible contribution of the individual to culture, a measure of overcoming external and internal limitations of self-development" [6].

A.G. Asmolov defines personal potential as "a system of stable motives and abilities of an individual, ensuring the possibility of their socially significant behavior" [14].

Personal potential is the totality of an individual's qualities and abilities that determine the possibility of their successful functioning and development in various spheres of life. It is a dynamic characteristic that can change throughout life under the influence of external and internal

factors. In the context of this study, personal potential is considered as a resource ensuring successful adaptation, learning, and self-realization of gifted adolescents.

Communication skills are considered the ability to interact effectively with others, including verbal and nonverbal communication skills, the ability to listen and understand the interlocutor, argue one's position, and resolve conflicts.

The definition of communication skills can be found in the works of L.A. Petrovskaya, who describes them as a system of internal resources necessary for constructing effective communicative action [11].

Self-control indicates the ability to regulate one's emotions, behavior, and thoughts in accordance with set goals and social norms. It includes aspects such as impulse control, emotional stability, and persistence [13].

The motivational-value component is a system of motives, needs, values, and beliefs that determine the direction of personality and its behavior. In the context of educational activity, an important aspect of this component is the motivation to learn.

The motivational-value component can be described based on the works of A. Maslow on the hierarchy of needs, V. Frankl on the search for meaning in life, and research on learning motivation (e.g., the works of A.K. Markova) [9, 8].

The creative component represents the ability to generate new ideas, think outside the box, and create original products of activity. The definition of the creative component can be found in works on the psychology of creativity, such as those by Ya.A. Ponomarev and D.B. Bogoyavlenskaya [12, 2].

Intellectual potential is the totality of cognitive abilities that ensure effective assimilation of knowledge, problem-solving, and adaptation to new situations. Intellectual potential can be described based on various theories of intelligence (e.g., Gardner's theory of multiple intelligences, Guilford's structure of intellect theory).

Based on the analysis of scientific works by foreign and domestic researchers, the main elements of personal potential are identified as intellectual, communicative, creative, emotional-volitional, and self-regulation.

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UDC 740

Zak A.Z. Diagnostics of intellectual readiness of fourth-graders To master the curriculum of middle school classes

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Abstract. The article presents a study aimed at determining the possibilities of predicting the success of primary school graduates in basic school. Based on the material of the author's tasks "Exchanges", "Permutations" and "Comparison" at the end of the school year, diagnostics of the formation of meaningful mental activity of fourth-graders was carried out. 52 schoolchildren participated in the study. At the first stage of the study, children solved a series of homogeneous problems of the task "Exchanges" in a visual-figurative form, at the second stage - a series of problems of the task "Permutations" in a subject-active form, at the third stage - a series of problems of the task "Comparison" in a verbal-symbolic form. As a result of the noted diagnostics and on the basis of feedback from teachers teaching these subjects in the fifth grade, it was determined that the success of the implementation of the noted tasks characterizes the level of readiness of the fourth-grader for further education. Thus, children who successfully completed all three tasks have a high level of readiness for studying in the middle grades of school, children who successfully completed only two tasks: "Exchanges" and "Permutations" have an average level of readiness, and children who successfully completed only one task - "Permutations" - a low level of readiness.

Keywords: fourth-graders, meaningful thinking activity, levels of readiness of fourth-graders for studying in basic school, the task "Exchanges", the task "Permutations", the task "Comparison", solving problems in subject-action, visual-figurative, verbal-symbolic forms.

1. Introduction.

It is known that in the first quarter of the school year in the 5th grade, a number of schoolchildren's grades decrease, their thinking worsens, their motivation for learning weakens, fatigue increases, anxiety arises in relation to tests, forgetfulness and disorganization appear, they find it difficult to be attentive.

In order to prevent such maladaptation in relation to the requirements of education in the middle grades, it makes sense to conduct special surveys in the last quarter of the school year in the fourth grade to identify students who are poorly prepared for further education. In this case, they can be helped by organizing special preparatory classes of a developmental nature outside of school hours [3], [4].

When considering the problems of fourth-graders' readiness for further education, it is necessary to keep in mind that the curricula of grades 5-9 contain theoretical materials that set out and explain various kinds of patterns and rules, and practical materials that contain solutions to problems in mathematics, grammar and other subjects.

Based on the noted diversity of educational materials, three levels of development of cognitive, thinking activity of primary school students for mastering the educational material of basic school can be distinguished: average, high and low.

With an average level of development of thinking activity, students successfully master the practical material contained in the curricula of basic school. However, such a level does not allow to meaningfully understand the theoretical material, which is expressed, in particular, in the contradictory derivation of particular statements from general provisions.

With a high level of development of thinking activity, students successfully work with materials of a practical and theoretical nature.

With a low level of development of thinking activity, students poorly master practical materials (in particular, methods for solving problems) and can hardly understand an explanation and proof.

We developed the characteristics of the noted levels of development of thinking activity based on the concept of two types of thinking - theoretical and empirical - proposed by S. L. Rubinstein [6] and developed in the works of V. V. Davydov [1].

In accordance with the provisions of this concept, when solving a problem, thinking activity of a theoretical and empirical nature can be carried out. In the first case, an analysis of the problem is carried out, in which the available data are highlighted in its conditions and their essential relationships are revealed, which underlie a successful solution. Such actions characterize meaningful thinking activity when solving a problem.

In the second case, the task is also analyzed, in which the available data are highlighted in its conditions, but their essential relationships are not revealed. Such actions characterize formal thinking activity when solving a problem.

In our studies [5], analytical and reflexive methods of implementing meaningful thinking activity were identified. The implementation of these is characterized as follows.

If, when solving the problems of one class objectively, a student identifies the general principle by which they are constructed, and thus successfully copes with all the proposed problems, then in this case he uses the analytical method of implementing meaningful thinking activity.

If, when solving the problems of two subclasses of one class objectively, a student identifies the specific principles by which the problems of each subclass are constructed, and thus successfully copes with the problems of both subclasses, then in this case he uses the reflexive method of implementing meaningful thinking activity.

In the noted studies, it was established that the development of the analytical method of implementing meaningful thinking activity occurs in the process of teaching in primary school, and the development of the reflexive method - during the period of teaching in secondary school.

\At the same time, it turned out that the analytical method is first mastered by younger students when solving problems in the subject-action plan, when real objects are operated (for

example, moving cards with letters or numbers). Such development is associated with the education of children in the first - second grades.

Then its development is associated with solving problems in the visual-figurative plane, when there is manipulation of images of objects (for example, mental movements of cards with letters or numbers). Such development is associated with the education of children in the second and third grades.

The last stage of development of the analytical method is associated with solving problems in the verbal-symbolic plane, when it is necessary to make an inference, i.e. to draw a conclusion from the proposed judgments. This stage of development of the analytical method is associated with education in the third and fourth grades.

The purpose of this experimental work was to develop and test diagnostic tasks, with the help of which it will be possible to predict the success of education in grades 5-9 of school for those students who finish the fourth grade.

It should be noted that in our studies [4] a connection was shown between the degree of success of children's education in the fifth grade and the possibility of using the analytical method of meaningful mental activity in solving problems in the subject, figurative and verbal-symbolic plane.

Surveys conducted at the end of the first quarter of the school year made it possible to identify three groups of students - A, B and C. Group A consisted of children who correctly solved problems in the verbal-symbolic plane, group B consisted of children who correctly solved problems in the figurative plane, but incorrectly solved problems in the verbal-symbolic plane, group C consisted of children who correctly solved problems only in the subject plane, but incorrectly in the figurative and verbal-symbolic planes.

Analysis of the academic performance of the students who made up these three groups, and conversations with their teachers showed that children in group A have a high level of readiness for studying in basic school, children in group B have an average level, and children in group C have a low level.

2. Materials and methods.

In order to characterize the extent to which fourth-grade students have mastered the analytical method of implementing meaningful thinking activity, and thus determine their level of preparedness for studying in basic school, they must be asked to solve problems in different conditions: in the subject plan, in the figurative plan, and in the verbal-symbolic plan.

2.1. Experiments on the material of the problems of the task "Exchanges".

The task "Exchanges" is designed to determine the degree of mastery of the analytical method of meaningful thinking activity in working with a group of students - 52 fourth-grade students participated in the survey.

The task under consideration includes combinatorial problems solved in the figurative plan. In these problems, this or that arrangement of the components of their content changes through the action of mutual change in their location.

2.1.1. Conducting group diagnostics.

The diagnostic lesson begins with the experimenter distributing sheets of paper, which the students first sign, and then place the solution to the problems on them.

After this, the content of a simple combinatorial problem is posted on the blackboard:

7 4 9 – 4 7 9 .

The students are told: "The numbers located on the left side must be moved by performing one action in the same way as they are located on the right side. During one move, the places of any pair of numbers are simultaneously changed. The answer to this problem will be a mutual change of places for the numbers 7 and 4."

Then the second problem is considered, which must be solved using two actions:

6 8 4 9 – 8 6 9 4

As a result of the experimenter's discussion with the students of possible actions, a solution is found in which the first action changes the location of the numbers 6 and 8, and the second action changes the location of the numbers 4 and 9.

1) 8 6 4 9, 2) 8 6 9 4

The students are informed that by performing one action, only two numbers are swapped. The other numbers remain in their places.

It is also informed that this problem can be solved in a different way: in the first action, the positions of the other two numbers are changed – 4 and 9, and in the second action – the positions of the numbers 8 and 6.

Then each student receives a Form with two preparatory problems and six main problems.

Form
Preparatory problems
(1). 9 4 6 – 6 4 9 (1 swap of numbers)
(2). 5 2 3 7 6 – 2 5 6 7 3 (2 swaps).
Main problems
1). 4 1 7 5 8 2 – 5 8 2 4 1 7 (3 swaps).
2). 6 5 1 4 2 7 - 4 2 7 6 5 1 (3 swaps).
3). 8 1 3 5 2 9 4 - 2 9 4 5 8 1 3 (3 swaps).
4). 6 7 4 1 5 2 8 9 - 5 2 8 9 6 7 4 1 (4 swaps).
5). 1 4 3 7 2 5 6 8 - 2 5 6 8 1 4 3 7 (4 swaps).
6). 6 4 2 5 1 9 8 3 7 - 9 8 3 7 1 6 4 2 5 (4 swaps).
* * *

After handing out the forms with the tasks, the students are informed that at the top of the sheet there are two preparatory problems, then there are three main problems that are solved by three interchanges of numbers in places, and at the end there are three main problems that are solved by four interchanges of numbers in places.

Then the experimenter suggests moving on to the preparatory problems, the solution of which he checks with each student.

When the identified errors are corrected, the students move on to solving the main problems. The experimenter explains that the problem condition given on the form does not need to be rewritten: it is enough to indicate the actions by which each problem was solved.

2.1.2. Results of solving the tasks of the task "Exchanges".

Depending on how successfully the main problems were solved, two groups of students were identified - A and B.

Group A included 30 students (57.7% of all children who participated in the survey). They correctly solved all six main problems. This result means that when solving the above problems, the children of this group used an analytical method of implementing meaningful thinking activity.

The second group (Group B) included 22 schoolchildren (42.3% of all children who participated in the survey). These students solved only the preparatory problems and the first or first and second main problems correctly. They did not cope with the other problems.

This result of solving the problems of the "Exchanges" task by this group of schoolchildren is explained by their actions in individual experiments. The fact is that the success of their solution of the preparatory problems and the first two main problems was not based, as could be observed, on the discovery of essential relationships and the application, thus, of the analytical method of implementing meaningful thinking activity.

This success was due to the fact that - both in the preparatory problems and in the first two main problems - the solution was associated with two or three interchanges of numbers in places. Such a small number of exchanges allows them to be performed independently of each other. This approach did not allow these children to correctly solve problems with four interchanges of numbers.

2.2. Experiments on the material of the problems of the task "Permutations".

In order to select children among the 22 schoolchildren who made up Group B who can apply the analytical method of implementing meaningful thinking activity when solving problems, an individual experiment was conducted with them. The children were asked to solve combinatorial problems of the task "Permutations" in the subject plan.

2.2.1. Conducting individual diagnostics.

The experiment with each schoolchild was conducted as follows. At the first stage, it was necessary to master the action of rearranging a card with a number to an unoccupied place. To do this, it was proposed to solve preparatory problems.

The conditions of these problems were depicted on a small square sheet of white cardboard. On the left side of this sheet there was an ordinary rectangle, divided by two lines into three equal sections.

On the right side there was an unusual rectangle - with rounded corners - also divided into three equal sections. In the sections of the rectangle on the left and in the sections of the rectangle on the right, there were square cardboard cards with numbers on them (Fig. 1):

Fig. 1.

The subject was informed that in the rectangle on the left the numbers on the cards were placed before they were rearranged to an unoccupied place, and in the rectangle on the right the same numbers were placed after the rearrangements.

It was explained that any one rearrangement consists of moving one of the two cards with a number to an unoccupied place.

Then the experimenter said: "You need to think of two permutations of the numbers in the rectangle on the left, two of their movements so that these numbers are in the same places that they occupy in the rectangle on the right. Did you think of the first movement? ... The number 7? ... That's right, it can be moved to an unoccupied place. Perform this movement. And did you think of the second permutation? ... That's right, the number 2. Move it."

Then the subject solved another preparatory task (Fig. 2):

Fig. 2.

The experimenter reported: "Here again you need to come up with two permutations of the numbers, two of their movements in the rectangle on the left, so that these numbers are in the same places that they occupy in the rectangle on the right.

Did you come up with the first movement?... The number 3?... That's right, it can be moved to an unoccupied place. Perform this movement. And did you come up with the second permutation?... That's right, the number 6. Move it."

Then the subject solves 5 main problems, each of which requires performing 3 movements of the numbers into an empty cell (Figs. 3–7).
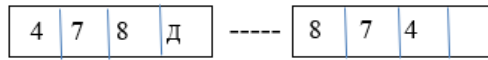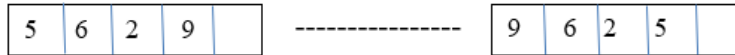
Problem №1.

| 4 | 7 | 8 | Д | | ----- | 8 | 7 | 4 | |

Fig. 3.

Problem №2.

| 5 | 6 | 2 | 9 | | ---------------- | 9 | 6 | 2 | 5 | |

Fig. 4.

Problem №3.

| 3 | 1 | 8 | 4 | 7 | | -------------- | 7 | 1 | 8 | 4 | 3 | |

Fig. 5.

Problem №4.

| 6 | 4 | 8 | 2 | 3 | 9 | | ---------- | 9 | 4 | 8 | 2 | 3 | 6 | |

Fig. 6.

Problem №5.

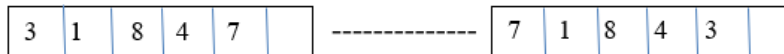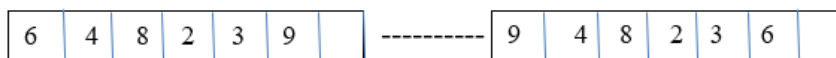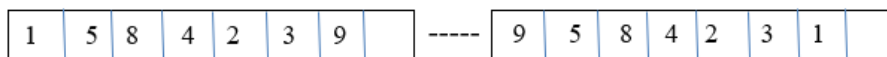| 1 | 5 | 8 | 4 | 2 | 3 | 9 | | ----- | 9 | 5 | 8 | 4 | 2 | 3 | 1 | |

Fig. 7.

It is important to note that the solution to the five main problems is based on a common method, according to which in the first permutation, the digit that was in the first place on the left is moved to an unoccupied place; in the second permutation, the digit that was in the last place on the right is moved to an unoccupied place; in the third permutation, the digit that was moved in the first permutation is moved to an unoccupied place.

2.2.2. Results of solving the problems of the task "Permutations".

It should be noted that 22 schoolchildren from Group B (42.3% of all children participating in the survey) participated in individual experiments on the material of the task "Permutations", who, when solving the problems of the task "Exchanges", were unable to cope with the main problems, which required performing four interchanges of numbers.

Some of these schoolchildren, subgroup B1 (7 people – 31.8% of group B), managed to correctly solve the 5 main problems of the task "Permutations". This means that they used the analytical method of meaningful thinking activity when solving these problems.

The remaining schoolchildren of group B, subgroup B2 (15 children – 68.2% of group B; 28.8% of all children participating in the survey), incorrectly solved the main problems, since (as could be observed from their actions in the individual experiment) they did not identify the essential relations in their conditions on which the solution depends. In particular, these children moved not the leftmost digit in the first permutation, but another one – most often the digit that was located next to the free cell.

2.3. Experiments on the material of the problems of the task "Comparison".

In order to select children who can apply the analytical method of implementing meaningful thinking activity when solving problems in the "Exchanges" task among the 30 schoolchildren who formed Group A based on the results of solving the problems in the "Exchanges" task (and not only when solving problems in the figurative plane, see Section 2.1.), they were asked to solve the plot-logical problems of the "Comparison" task in a group experiment.

2.3.1. Conducting group diagnostics.

The diagnostic lesson on the material of the "Comparison" task begins with distributing sheets to the schoolchildren, where they must indicate their last name and write down the solution. Then, forms are distributed with the conditions of 10 problems, the solution of which is associated with making a conclusion based on the proposed judgments.

After this, the experimenter explains: "In order to correctly solve each problem, it is necessary to silently, without disturbing your classmates, think over its content and write the solution where the last name is indicated. When thinking, you cannot make any notes - you can only look for a solution "in your mind."

It should be noted that the first and second problems are intended to prepare children to make more complex inferences based on the material of subsequent problems.

Form

 1. Vera jumps higher than Katya. Katya jumps higher than Masha. Which of the girls jumps higher – Vera, Katya or Masha?

2. Seva swims better than Kolya. Kolya swims better than Gena. Which of the boys swims worse – Seva, Kolya or Gena?

3. Pasha trains more often than Zhenya. Pasha trains less often than Borya. Which of them trains more often – Pasha, Zhenya or Borya?

4. Masha sings more quietly than Varya, but louder than Polina. Which of the girls sings louder – Masha, Varya or Polina?

5. A cat is lighter than an ant and heavier than a horse. Which of them is the lightest?

6. A hamster is shorter than a wolf and taller than an elephant. Which of them is the tallest?

7. A birch is 62 years older than an ash tree and 5 years younger than a maple. Which tree is older than the others?

8. A piano weighs 3 kg less than a chair and 88 kg more than a sofa. Which of these objects is the heaviest?

9. Masha lived a little closer to the river than Katya, and much further from the river than Valya. Who lived further from the river - Masha, Katya or Valya? \\\\\\\\10. There are many more numbers on the fifth page of the reference book than on the eighth page, and slightly fewer numbers than on the ninth page. Which page has more numbers - the fifth, eighth or ninth?

* * *

It should be noted that the basis for the conclusions based on the material of the ten plot-logical problems of the "Comparison" task is the transitivity of the relationship of quantities, presented in different forms. Thus, in the first, second, third and fourth problems, ordinary wording of the conditions is used; in the fifth and sixth problems, the content is given that does not coincide with the knowledge that the children have; in the seventh and eighth problems, the proposed judgments lead children to an incorrect conclusion; in the ninth and tenth problems, the judgments contain unnecessary words - "a little" and "a lot".

2.3.2. Results of solving the problems of the task "Comparison".

In the group diagnostic lesson, where it was proposed to solve the plot-logical problems of the task "Comparison", 30 schoolchildren of group A (57.7% of all children who participated in the survey) participated, who correctly solved all the main problems of the task "Exchanges", where it was necessary to perform four interchanges of numbers in places.

Some of the schoolchildren of group A - subgroup A1 (18 children - 60.0% of group A) - managed to correctly solve all ten problems of the task "Comparison". This means that when solving their problems, they used an analytical method of implementing meaningful thinking activity.

The remaining schoolchildren of group A, subgroup A2 (12 children – 40.0% of group A), solved some of the problems of the task "Comparison" correctly, and some of the problems – incorrectly. This means that they did not use the analytical method of implementing meaningful thinking activity when solving problems.

3. Conclusion.

The conducted experimental work was aimed at studying the possibilities of predicting the success of learning in basic school for children finishing the fourth grade. Three tasks were proposed and tested in experiments with children: "Permutations" (for individual diagnostics), "Exchanges" and "Comparison" (for group diagnostics).

The forecast was based on the ideas about high, medium and low levels of children's readiness for further education depending on their capabilities in mastering the theoretical and practical materials of the educational programs of middle grades.

Achieving the noted levels of readiness was determined by their capabilities in mastering the analytical method of implementing meaningful thinking activity, used in solving a series of homogeneous problems (problems of the same type).

Successful solution of problems in the subject plan indicated the first degree of mastering the analytical method, successful solution of problems in the figurative plan meant the presence of the second degree of mastering this method, and solving problems in the verbal-symbolic plan characterized the third degree of its mastery.

Thus, for children with a low level of readiness for further education at school, the first degree of mastering the analytical method of implementing meaningful mental activity was characteristic, for children with an average level of readiness - the second degree of mastering this method, for children with a high level - the third degree of its mastery.

Diagnostics of the degree of mastering the analytical method of implementing meaningful mental activity was carried out at the end of the school year (in group and individual forms). 52 fourth-grade schoolchildren participated in it. Based on the results of completing the tasks "Exchanges", "Permutations" and "Comparison", these schoolchildren were divided into four groups.

The first group (34.6% of the sample) consisted of schoolchildren who correctly solved a series of homogeneous problems in a visual-figurative form (the task "Exchanges") and verbal-symbolic forms (the task "Comparison").

The second group (23.1% of the sample) consisted of schoolchildren who correctly solved a series of homogeneous problems in a visual-figurative form, but incorrectly in a verbal-symbolic form.

The third group (13.5% of the sample) consisted of schoolchildren who incorrectly solved a series of homogeneous problems in a visual-figurative form, but correctly solved them in an object-active form.

The fourth group (28.8% of the sample) consisted of schoolchildren who incorrectly solved a series of homogeneous problems in an object-active form.

Interviews with teachers of children who participated in the noted diagnostics allowed us to characterize the levels of readiness of these children for studying in basic school as follows.

The schoolchildren who made up the first group, successfully mastered not only the methods of solving typical problems, but also the content of explanations and proofs, i.e. they were well oriented not only in the practical material of the curricula, but also in the theoretical material.

The schoolchildren who made up the second group successfully mastered the solution of typical problems in natural sciences (in particular, in mathematics), but experienced difficulties in understanding explanations and proofs.

The schoolchildren of the third, - and especially, - the fourth group experienced difficulties in working with the practical material of the curricula during their studies and, especially, in working with the theoretical material. They needed constant help and support from teachers.

Thus, the schoolchildren of the first group have a high level of readiness for studying in basic school, the schoolchildren of the second group have an average level, the schoolchildren of the third and fourth groups have a low level.

In general, the results of this experimental study show the possibilities of developing an effective forecast of the success of studying in basic school for primary school graduates.

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SECTION 6. SCIENCE, TECHNOLOGY AND EDUCATION

UDC 372.881.111.1

Salamatina I.I., Chuburkova A.D. An effective means to develop students' communication skills: foreign internships

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Abstract. The article examines the positive impact of foreign internships on the practical use and knowledge of a foreign language. The types of internships and their advantages over the classical methodology of studying linguistics are analyzed. Based on existing research and personal experience, criteria have been identified that allow us to judge the effectiveness of the development of communication skills in the conditions of a foreign internship. The arguments proving the effectiveness of this method of education are presented. The difficulties that students who go on an internship abroad may face are considered.

Keywords: educational sphere, the international programs, the international scientifically practical conferences, foreign educational and scientific training, an exchange of students, high schools-partners

I.   Introduction

One of the central vectors of the development of the Russian education system in the context of globalization is its integration into the global educational space. The expansion of the global educational sphere has a special impact on the intensity of international communications of Russian educational institutions. This contributes to the accelerated development of partnerships, mutually beneficial cooperation between universities in different countries and the export of Russian educational services to neighboring countries.

The peculiarity of the national education and science systems of the XXI century is the increased academic and scientific mobility. Every year several million people travel to various countries of the world for scientific and industrial internships, conferences, seminars and studies.

II.   Materials and methods

Provisions on cooperation in the field of education and scientific exchanges are included in international treaties of the Russian Federation with dozens of countries around the world. In accordance with the current legislation of the Russian Federation, higher educational institutions of Russia were granted the right to carry out international activities (student exchange, educational and

scientific-pedagogical internships, etc.) independently – both within the framework of international treaties, programs and projects, and on the basis of bilateral agreements with foreign universities, scientific institutions [1, p. 93].

In this article I would like to consider the effectiveness of internships abroad as a way of learning a foreign language and assess the impact on the development of students' communication skills. I would like to analyze the practical significance of this experience and the difficulties that may arise in its process.

III.   Results and Discussion

An internship is training on specially created or dedicated working conditions. The main purpose of the internship is the formation and consolidation of professional knowledge, skills and abilities according to the acquired qualifications (profession, specialty). The internship is also indispensable for studying best practices, acquiring professional and organizational skills for specialists planning to take a higher position.

Internship is an independent type of additional professional education. Researchers distinguish 3 types of internships: research; scientific and methodological; linguistic. Research internships provide an opportunity to listen to several theoretical disciplines, write an article, etc. Scientific and methodological internships are aimed at improving the methodological techniques of students and involve the preparation of educational and thematic plans, the development of author's programs, and the creation of educational and methodological publications. Language internships are aimed at improving the level of foreign language proficiency.

Internships abroad are currently gaining great popularity, which help to put the acquired knowledge into practice in a new language environment, while expanding your own horizons while traveling. Going to another country, a student not only improves his level of proficiency in a foreign language, but also gets valuable experience that he can use in scientific and research activities in the future. An internship abroad allows you to gain skills that can be acquired only after leaving your comfort zone and native culture.

Foreign internships also have global advantages that prove their importance. The development of cooperation between universities of different countries and the exchange of students develops cultural and economic ties between states, contributes to general scientific and technological progress. In many industrialized countries of Europe, Asia, and America, short-term internships of undergraduates, university graduates, young scientists and specialists abroad have become the norm, which further facilitates their employment at home. Such internships are considered as a useful exchange of scientific ideas, research and technological experience.

The educational environment during the internship period makes it possible to ensure the effectiveness of the functioning of the education model in four main directions – meaningful, cross-cultural, personal, professional [4, pp. 119-120].

Cross-cultural, intercultural competence is supported by official events (classes, lectures, excursions, forums) and informal contacts (meetings with students, daily communication) with representatives of another culture and civilization, providing functional skills to understand the views and opinions of representatives of another culture, correct their behavior, recognize the right to exist different values, norms of behavior, readiness to other standards of world achievements, ultimately – to overcome conflicts in the dialogue of cultures.

In modern society, specialists with knowledge of two or more languages are in demand, and English is considered a prestigious and often necessary skill. Knowledge of a foreign language currently acquires primarily a social meaning, determined by the order of the state, the tasks that it will leave for education, based on the level of production, science, culture, as well as the needs of modern society. In addition, the possibility of obtaining and continuing education abroad is not feasible without proficiency in a foreign language both as a means of communication and as a means of obtaining new professional knowledge.

Coming to any country for an internship, a student often gets the opportunity to practice language and study several languages at once. First of all, this is the language of the country in which the internship is carried out and which will be studied in the curriculum. But, in addition, universities usually form a large international community of students from different countries. Communicating with them allows you to get more practice in English, which is an international language, as well as begin to get acquainted with new languages.

So, in China, most of the visiting exchange students come from Thailand, Vietnam, Russia, Mongolia. During my internship at Harbin Normal University, I also managed to meet students from Spain, Mexico, Kazakhstan and Sudan. Such an experience motivates you to continue learning different languages, build new acquaintances with representatives of other countries and learn more about their culture. This is a great opportunity for students to improve their skills in a non-standard situation and expand the horizons of their knowledge.

An important result of the internship is the improvement of communicative literacy, speech communication, improvement of communicative culture, and the development of sociability. Even a short-term internship helps students to test their foreign language competencies, feel the foreign language environment, establish first contacts with foreign students, which sometimes turn out to be the strongest and long-term.

Let's take a closer look at how communication skills can be developed during an internship abroad and what difficulties students may face in a new language environment.

Visiting any country involves studying its history, culture and art. Language as a means of communication is directly related to the mentality and cultural traditions of the people who speak it. Familiarity with the cultural code can help students to look at the rules established in the language from a new angle, to understand the logic of grammatical constructions and logical sentence construction.

Back in the 19th century, the great German scientist Wilhelm von Humboldt suggested that language is not a means of communication, as everyone thinks, but a way of thinking that determines behavior. In the 20th century, Humboldt's ideas turned into the Sepir – Whorf hypothesis of linguistic relativity, and quantitative studies began on which features of language influence certain characteristics of behavior and culture [7].

For example, individualism in society is directly correlated with the obligation to use a personal pronoun. If it is impossible to remove a personal pronoun from a phrase in a language, then society, as a rule, has a high level of individualism, significant attention to human rights. If, as in Russian, Greek or Portuguese, the pronoun can be omitted, then there is no clear predisposition to individualism.

Very subtle and complex studies are related to the concept of discourse in language about how speech is generally arranged. There are high-context languages and cultures where much is not said, but it is assumed, and low-context ones where there is nothing to add to what has been said. This is, for example, the English language – hence the behavior based on a clearly defined system of rules.

The structure of the written language also affects the characteristics of culture and worldview. For example, it happens that there are rules, but there are many exceptions to each rule. In Russian it is exactly like that. This is not only a property of language, but also a translation of the attitude towards the institutions of law: «the rules are not absolute».

Thus, being in a foreign language environment helps to learn a new language and introduces you to the culture of another country. This makes it possible to develop linguistic and socio-cultural communicative competencies.

Communication with foreign colleagues, teachers, and students contributes to the development of methodological, theoretical, and practical skills, the exchange of experience and ideas, and the expansion of knowledge about innovative technologies and methods. By interacting with people from other countries who share common interests, activities, and goals with you, you improve your professional knowledge. It is always a new experience and an opportunity to improve professionally useful competencies.

A student who has completed such an internship option will expand his horizons and, in the future, will be able to successfully realize himself in his profession. In addition to the already familiar English, he can learn other languages by communicating with their native speakers directly. This is a chance to make interesting new acquaintances and friends from all over the world.

In addition, daily interaction with ordinary residents of the country helps to learn new vocabulary, consolidate already learned phrases and bring their use to automatism. Active communication teaches a person quick thinking, effectively affects knowledge and skills to build a dialogue. A person who finds himself in a new language environment develops the ability to actively use his vocabulary.

The analysis of pedagogical practices and behaviors, familiarity with different cultures influence the development of critical thinking and personal qualities, broaden horizons. This is especially important for those students who have chosen the teaching profession as their field of activity. The experience of a teacher who has actually visited the country of the language being studied increases students' interest in the learning process and motivates students.

What difficulties can become an obstacle for a student who has gone on an internship in another country? First of all, the issue concerns adaptation. Being in a foreign language environment, the student is forced to quickly adapt to the living conditions, climate and nature of the region. However, it is worth noting that difficulties rather contribute to the development of professional skills, bring knowledge to automatism, develop quickness of reaction, teach not to give up and quickly adjust to changing conditions.

The language barrier is becoming a big problem. Often, when communicating with foreigners, problems may arise related to misunderstanding each other. A person in such situations may lose confidence and fall into a stupor, and subsequently avoid contact with foreigners, try to minimize communication in an unfamiliar language. This is the main mistake! The main thing that an internship abroad can give is the experience of communication.

It is important to remember that the formation of professionalism is impossible without direct knowledge and experience of the dialogue of cultures. The unique experience of an international environment, a different cultural environment and educational technologies, new personal and educational contacts are just a few things that students expect. It is important to be open to a new environment, ready to speak a foreign language and overcome the fear of making mistakes!

IV.   Conclusion

Foreign internships are one of the most effective means of developing communication skills. They allow students to improve their knowledge of the language, learn how to apply their knowledge in practice in a live dialogue. Internships abroad are an excellent motivation for students, as they open up new educational opportunities and valuable experience.

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SECTION 7. URBAN LIVES AND SOCIAL CHANGE

UDC 656.076.2

Hussein Alarathy. Promoting the Use of Public Transport and Transportation Services in Ahvaz for the Designated Month

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Abstract. Ahvaz, as a central hub of activity, faces significant transportation challenges, including traffic congestion, environmental pollution, and uneven reliance on private vehicles. The goal of this proposal is to encourage increased public transportation usage throughout Ahvaz during a specified month. This initiative aims to provide sustainable, efficient, and economical mobility options to residents while promoting healthier urban living conditions.
Keywords: public transport, transportation services

1. Objectives

• Promote Public Transport Usage: Increase the number of commuters using buses, metro, and other public transport modes.

• Reduce Traffic Congestion: Ease the pressure on city streets by encouraging citizens to switch to shared transportation.

• Environmental Impact: Decrease carbon emissions and pollution caused by private vehicles.

• Raise Awareness: Highlight the benefits of public transport through targeted campaigns.

• Community Engagement: Foster public participation through incentives and awareness programs.

2. Strategies

2.1. Awareness Campaign

• Launch a city-wide awareness program through billboards, radio, social media, and newspapers, encouraging citizens to use public transport.

• Focus on the economic, social, and environmental benefits of using public transport.

2.2. Discounts and Incentives

• Offer discounted or free public transport services for a week or a month.

• Provide loyalty programs or digital vouchers for frequent commuters.

2.3. Improved Public Transport Services

• Ensure regularity and punctuality of buses and trains during the designated month.

• Increase the frequency of vehicles during peak hours to accommodate more passengers.

2.4. Collaboration with Local Businesses

• Partner with businesses to offer special promotions for customers who travel using public transport.

2.5. Events and Initiatives

• Organize community events, such as "Car-Free Days," to encourage walking, cycling, and the use of public transport.

• Conduct contests or raffles to reward those using public transit regularly during the month.

3. Implementation Plan

Phase 1: Pre-Launch (2 Weeks)

• Develop marketing materials.

• Communicate with transport authorities and businesses for collaboration.

• Prepare logistical plans for improved service.

Phase 2: Execution (1 Month)

• Roll out the awareness campaign.

• Launch discounts, events, and initiatives.

• Monitor usage trends and address passenger feedback.

Phase 3: Post-Event Analysis (2 Weeks)

• Collect data on public transport usage during the month.

• Measure impact on traffic congestion and air quality.

• Present findings and future recommendations.

4. Expected Outcomes

• A significant increase in public transport usage.

• Measurable reduction in private vehicle dependency.

• Improved environmental indicators, such as reduced air pollution.

• Enhanced public awareness and positive behavioral shifts toward sustainable transportation.

5. Budget

- Marketing and Awareness Campaign: $X
- Discounts and Incentives: $Y
- Operational Improvements: $Z
- Miscellaneous Costs: $W

(A detailed budget breakdown can be provided as needed.)

6. Conclusion

This proposal aims to bring about meaningful improvements in the transportation landscape of Ahvaz while promoting sustainable mobility habits. By encouraging public participation, improving services, and offering incentives, the initiative will contribute to a greener, cleaner, and more efficient urban transport system.

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