

Ирина Аксановна Закирьянова,
г. Севастополь
Людмила Ивановна Редкина,
г. Скадовск
Пётр Владимирович Крахоткин
г. Севастополь

**Реализация воспитательного потенциала российских традиционных ценностей в
процессе профессиональной подготовки иностранных специалистов**

Международное сотрудничество в образовательной сфере, интенсивно развивающееся в России в последнее десятилетие, актуализирует необходимость совершенствования системы профессиональной подготовки иностранных специалистов на основе приобщения их к российским традиционным ценностям, имеющим глубокие основания ценностно-смыслового содержания. В статье обоснованы педагогические условия, позволяющие реализовать воспитательный потенциал российских традиционных ценностей в процессе профессиональной подготовки иностранных специалистов. На основе анализа научной литературы раскрыт воспитательный потенциал российских традиционных ценностей. Авторами определены ключевые направления реализации воспитательного потенциала российских традиционных ценностей в процессе профессиональной подготовки иностранных специалистов. В заключение подчеркнуто, что концептуальные основы реализации потенциала образования базируются на системном, культурологическом, аксиологическом и личностно-деятельностном подходах.

Ключевые слова: воспитательный потенциал, российские традиционные ценности, духовно-нравственные идеалы, иностранные специалисты, профессиональная подготовка, межкультурное взаимодействие, позитивный опыт самореализации, поликультурный социум.

Irina Aksanovna Zakiryanova,
Sevastopol
Ludmila Ivanovna Redkina,
Skadovsk
Pyotr Vladimirovich Krakhotkin
Sevastopol

**Educational potential realization of Russian traditional values in the process of foreign
specialists' professional training**

International cooperation in the field of education, which has been intensively developing in Russia over the past decade, highlights the need to improve the system of foreign specialists' professional training based on their familiarization with Russian traditional values, which have deep foundations of value and semantic content. The article substantiates the pedagogical conditions which allow for the implementation of the Russian traditional value's educational potential in the process of foreign specialists' professional training. Based on the analysis of scientific literature, the educational potential of Russian traditional values is revealed. The key areas for implementing the educational potential of Russian traditional values in the process of professional training for foreign specialist are listed. In conclusion the authors emphasized that the conceptual foundations for implementing the potential of education were based on systemic, cultural, axiological, and personal-activity approaches.

Keywords: educational potential, Russian traditional values, spiritual and moral ideals, foreign specialists, professional training, intercultural interaction, positive experience of self-realization, multicultural society.

Introduction. The professional training of foreign specialists in Russian higher education institutions is one of the priority areas of international cooperation, not only in the education field, but also in ensuring the national interests of the states involved in such cooperation, and strengthening mutual understanding and friendship. Therefore, it is quite obvious that contacts between people from these countries, business meetings, and cultural exchanges are extremely important for fruitful cooperation.

In this regard, in the context of foreign specialists' professional training in Russian higher education institutions, the problem of developing

the qualities necessary for interethnic communication is relevant, namely:

- interest and respect for other cultures and histories (helps to establish contact);
- the ability to understand people from a different culture (allows for quick adaptation in a multicultural environment);
- knowledge of the generally accepted norms of communication, which are based on the principles of polite neutrality and respect for each other.

The educational and cultural environment of a higher educational institution as a sociocultural phenomenon is the environment in which these socially significant qualities are formed. It is in the

educational and cultural environment of a higher educational institution this interaction between the subjects of the educational process takes place, social experience is acquired, and foreign students are integrated into the sociocultural space of Russia, where they adopt ethical and legal norms, the lifestyle of Russians, and develop their value orientations and socially significant qualities necessary for constructive interaction with people of different nationalities and religions.

At the same time, the educational potential of Russian traditional values should be taken into account in the process of foreign specialists' professional training. Values, including Russian traditional values, determine a person's lifestyle, behavior, and activities, as well as their attitude towards the symbols of the state, its history, and culture. They reflect the forms of relationships between people. Values are essentially guidelines which help us understand how to act and behave correctly, what is true and just, and what is wrong and false.

The purpose of this article is to substantiate the pedagogical conditions which allow for the implementation of Russian traditional values educational potential in the process of foreign specialists' professional training. To achieve this, the following tasks need to be addressed: based on the analysis of scientific literature, to reveal the educational potential of Russian traditional values; to identify the key areas for implementing the Russian traditional values educational potential in the process of foreign specialists' professional training.

Materials and Methods. The problem of traditional values as the system-forming values in the human value system has been covered by many researchers in various fields of science: philosophy (S.S. Averintsev, N.A. Berdyaev, N.J. Danilevsky, I.A. Ilyin], N.S. Trubetskoy, V.V. Mironov, Liu Zoyuan), cultural studies (V.B. Vlasova, I.I. Gorlova, R.M. Nikolaev, N.A. Shaozheva), sociology (M.G. Muravyova, A.V. Shcherbina, K.A. Ustyentsev), history (L.B. Vishnyatsky, V.E. Bagdasaryan, Sylvester (Lukashenko; Archimandrite), I. Kanaev) psychology (S.I. Kudinov, S.S. Kudinov, A.D. Antonova, E.S. Safronova, M.D. Luchnikova), pedagogy (N.V. Korzh, Yu.Yu. Gulyaev, S.E. Shishov, P.V. Stepanov, N.L. Selivanova, V.V. Kruglov, N.L. Khudyakova).

The theoretical and methodological approaches to the organization of socio-pedagogical support for foreign students in Russian universities are presented in the works of N.V. Pomortseva, M.N. Kunovsky, D.G. Korovyakovsky [11], N.F. Golovanova, A.V. Noskova [2]. L.S. Astafyeva's scientific publications address the specific features of educating foreign students in Russia in the context of their religious beliefs and values. E.A. Kartashova, V.G. Tolmachev, G.N. Shapoval – questions about the civic and

patriotic education of Russian and foreign students studying together.

The significance of traditional values in the life of an individual, as well as in society and the state, is recognized by all the authors of the publications mentioned above. Traditional values reflect the essential activities and forms of human interaction. According to N.L. Khudyakova, the preservation and strengthening of Russian traditional values can be achieved by incorporating them into the system of personal values through purposeful education. In this case, they will be considered both as the goals of education and as the means of education, forming the core of its content [14]. The criteria for education based on Russian traditional values include the formation of foreign specialists' understanding of the traditional values and spiritual and moral ideals of the Russian people, as well as the willingness of foreign specialists to follow the principles of these traditional values and spiritual and moral ideals in their daily lives and intercultural communication [15].

The analysis of scientific sources allows us to identify possible directions for the pedagogical search for solutions to the goals and objectives set in this work. To achieve this, the following research methods are used in the article: theoretical analysis and synthesis, which allowed us to study and systematize knowledge on the identified problem; comparison and analysis of various concepts, theories, and aspects of studying the problem of implementing the Russian traditional values educational potential in the education of foreign students in Russian universities; generalization and formulation of the main conclusions based on the conducted research.

Research Results and their Discussion. International cooperation in the education field, which has been intensively developing in Russia over the past decade, highlights the need to improve the system of foreign specialists' professional training based on their familiarization with Russian traditional values, which have deep foundations of value and semantic content. Russian traditional values, mastered ('to master' means 'to make one's own') and realized, are a kind of attribute of conscience, a regulator of behavior, a rule of life not only for Russian citizens, but also for foreign students studying at Russian universities [1].

The system of Russian traditional values includes the basic ideals of national cultures (Russia is homeland to more than 190 ethnic groups, each with its own unique culture and traditions) and serves as the foundation for their unification within one country and people [3]. This unique synthesis of many cultures in one territory makes Russia a unique country, where compassion and a friendly attitude towards people of different nationalities and religions are combined with a deep sense of patriotism, love for the Fatherland, and a willingness to defend its

interests. This distinguishes Russia from other cultures based on the idea of its own exclusivity [10]. The experience of coexistence between many peoples, mutual understanding and assistance, and tolerance for other cultures and traditions are all reflected in Russian traditional values, which are values of humanity and compassion which apply to all people regardless of their ethnicity. In our opinion, the core of Russian traditional values is represented by a set of universal values, as Russian traditional values share many similarities and universality with the traditional values of other nations around the world. The most essential characteristic of Russian traditional values is that they reflect what is vital for both individuals and society, and that they determine the direction of people's lives and behavior [5].

One should turn to the definition of the Russian traditional values phenomenon.

According to Presidential Decree No. 809 dated November 9, 2022, *On the Approval of the State Policy Fundamentals for the Preservation and Strengthening of Traditional Russian Spiritual and Moral Values*, "traditional values are moral guidelines, which shape the Russian citizens' worldview, are passed down from generation to generation, form the basis of the country's unified cultural space, strengthen civil unity, and find their unique and distinctive expression in the spiritual, historical, and cultural development of the multinational people of Russia" [12].

Russian traditional values include the following: "life, dignity, human rights and freedoms, patriotism, citizenship, service to the Fatherland and responsibility for its fate, high moral ideals, a strong family, creative work, the priority of the spiritual over the material, humanism, mercy, justice, collectivism, mutual assistance and respect, historical memory and continuity of generations, and the Russian peoples unity" [12].

The key goal of Russia, in accordance with Presidential Decree No. 809 of November 9, 2022, *On the Approval of the State Policy Fundamentals for the Preservation and Strengthening of Traditional Russian Spiritual and Moral Values*, is to create an image of the Russian state as a guardian and protector of traditional universal spiritual and moral values in the international arena, along with the preservation and strengthening of Russian traditional values and the counteraction of the destructive ideology spread. Based on this, Russian universities should take into account the fact that Russia's increased role in the world is "achieved through the promotion of traditional Russian spiritual and moral values based on universal human values" [12], which generally contributes to increasing the competitiveness and international prestige of the Russian Federation.

On the one hand, Russian traditional values are based on the peoples' cultural and historical heritage and life experience, and on the other hand,

they are necessarily reproduced in the worldview of new generations. In his work, R.M. Nikolaev discusses the historical continuity of Russian traditional values as a universal form through which the meanings and attitudes that constitute the people's historical experience are actualized and reproduced "in new conditions, not as anachronisms, but as elements of a living cultural system which form the renewed identity of its bearers" [9, P. 225]. This emphasizes the cultural and historical significance of Russian traditional values, which serve as a bridge between generations and provide clear moral guidelines. They teach people what respect, honor, goodness, honesty, and responsibility mean, allowing individuals, regardless of their nationality or religion, to feel confident and secure.

At the same time, it should be noted that the significance of Russian traditional values is determined by the form of a person's culturally mediated relationship with the world and with themselves, which is perceived as essential and vital one. Thus, what is culturally and historically significant becomes personally significant for the individual. At the same time, what is personally significant is also socially significant for all people, both within the specific social group to which the individual belongs and in general. It is from this perspective that Russian traditional values should be analyzed.

By the educational potential of Russian traditional values, we mean their ability to influence the formation of a mature, holistic personality, its worldview, and value systems, based on the assimilation of the cultural and historical heritage of the Russian peoples, in order to achieve harmonious development and productive interaction with a multicultural society [15].

The implementation of the Russian traditional values educational potential in the process of foreign specialists' professional training requires the creation of such pedagogical conditions which will allow foreign students to acquire value orientations that define the meaning and way of life, as well as a positive experience of self-realization in their daily activities, communication, and interaction with the world around them.

An analysis of scientific literature allows us to state that the transfer and assimilation of previous generations' experience, the adoption of ethical and legal norms, and the adoption of a lifestyle are carried out in social relations when a person is included in the broadest possible cultural context. In this regard, education, including higher education, plays a crucial role. The educational and cultural environment of a university as a value basis contributes to the socialization of students from foreign countries, their value self-determination, not only professional but also personal development, spiritual enrichment, and an adequate perception of intercultural diversity and uniqueness. This is

achieved through the assimilation of traditional values by foreign students, both their own and those of Russia, through intercultural dialogue, which allows foreign students to identify the similarities and differences between their own traditional values and those of Russia. We believe that this understanding and acceptance of the similarities and differences in the interpretation of traditional values among different nations is the most effective way to promote openness and tolerance towards Russian traditional values.

The conceptual foundations for implementing the educational potential of Russian traditional values in the process of foreign specialists' professional training are based on systemic, cultural, axiological, and personal-activity approaches.

Application of a systematic approach (I.V. Blauberg, E.G. Yudin, V.N. Sadovsky) provides an opportunity to consider the process of implementing the educational potential of Russian traditional values in the foreign specialists' professional training as a holistic system, all components of which are subordinated to solving such tasks as: developing the qualities necessary for successful adaptation in a multicultural environment and establishing effective business contacts in the international sphere based on the principles of polite neutrality and mutual respect.

Application of the cultural studies approach (B.I. Kononenko [8], I.V. Levitskaya [9]) ensures the process of realizing the Russian traditional values educational potential in the course of foreign specialists' professional training as a process of intercultural communication in the context of a dialogue of cultures. This approach involves using the personal and sociocultural experience of foreign students as a foundation for their perception of new sociocultural experiences based on Russian traditional values.

Application of the axiological approach (M.K. Yepkhieva [6], I.A. Zakiryanova, A.G. Mikhailova [7]) in the process of implementing the Russian traditional values educational potential in the course of foreign specialists' professional training, it is necessary to study and model educational activities in accordance with the patterns of Russian traditional values development, the need to take into account the universal and professional values which are formed in the educational and cultural environment of a higher educational institution. In other words, the formation of a foreign student's own system of values is influenced by the specifics of intercultural communication based on their perception, assimilation, and acceptance of Russian traditional values, along with their own set of moral norms and values.

Application of the personal and activity-based approach (P.F. Kapterev, L.S. Vygotsky, A.N. Leontiev, V.I. Slobodchikov) in the process of

implementing the Russian traditional values educational potential in foreign specialists' professional training, it is possible to identify the psychological and pedagogical mechanisms which transform traditional values into personal value and meaning orientations, and to create pedagogically appropriate conditions for foreign students to understand Russian traditional values and give them personal meaning.

The considered approaches help to substantiate pedagogical conditions for the implementation of Russian traditional values educational potential in the process of foreign specialists' professional training at the methodological level. In our opinion, the following conditions are the most significant ones because they contribute to the adequate understanding and assimilation of Russian traditional values by foreign students:

- creating a value-based and developmental focus for the educational process as a basis for the upbringing, socialization, and adaptation of foreign students to the sociocultural space of Russia, based on Russian traditional values;

- inclusion of significant historical facts, events, personalities, symbols, and traditional values of the Russian people in the content of the academic disciplines studied by foreign students in the course of their professional training;

- development of psychological and pedagogical mechanisms which facilitate the process of foreign students mastering Russian traditional values based on their personal meanings acquired through specially organized and purposeful education.

The following are the key areas for implementing the educational potential of Russian traditional values in the process of foreign specialists' professional training:

- information support, which involves introducing foreign students to Russian traditional values, expanding their knowledge of Russian culture and history, and encouraging them to learn more about Russian traditional values. Information support involves purposefully selecting informative content for educational materials and incorporating examples of genuine spirituality, morality, and humanism into the educational process.

- affective-significant support, which provides for the emotional and value-based self-determination of foreign students, their spiritual enrichment, and an adequate perception of intercultural diversity and respect for the historical and cultural heritage of the Russian people as a result of their assimilation of Russian traditional values. Positive emotions contribute to a deeper understanding of information, help establish strong connections between new information and existing knowledge, and stimulate the creative thinking of foreign students and their ability to generate new ideas.

– regulatory support that ensures the socialization of foreign specialists in the process of their professional training, their ability to control their actions and reactions to events, to refrain from actions which are undesirable for society, to make informed decisions, and to engage in productive intercultural interaction in a multicultural society. The process of foreign students' acquisition of Russian traditional values is intended to facilitate the regulation of their behavior in relation to public events and their surroundings, in accordance with the ethical, legal, and religious norms accepted in the sociocultural space of the Russian Federation.

The educational potential of Russian traditional values should be implemented in the process of foreign specialists' professional training in educational, extracurricular, and research activities. It should be noted that the educational work aimed at the formation and development of value orientations should not be limited to the use of single educational tools or a set of separate activities. Instead, it should be comprehensive and purposeful, as well as flexible enough to allow for the freedom of choice in the structure and content of educational activities within the framework of foreign specialists' professional training.

We believe that all subjects of the humanities can serve as a basis for introducing foreign students to Russian traditional values by introducing such phenomena as patriotism, spiritual and moral ideals, and the values of Russia's cultural and historical heritage into the content of educational disciplines. This can be achieved by focusing on the history of Russia, its culture, literature, visual arts, folk traditions, customs, and rituals. Additionally, the use of images of Russian personalities who have accomplished military and labor feats can be used to reinforce the ideas of foreign students about moral excellence.

Extracurricular activities offer great opportunities for foreign students to learn about Russian traditional values. This includes organizing excursions to historical places and museums, as well as events and conferences on the spiritual and moral education of young people based on Russian traditional values. By deepening their knowledge of the cultural and historical values, traditions, customs, and rituals of the peoples inhabiting the Russian Federation, as well as by participating in events related to the history and traditions of their university, foreign students can learn to interact constructively in a multicultural society.

Equally important is the organization of research activities aimed at mastering Russian traditional values: creative, project-based, and educational activities which allow foreign students to study Russian cultural, historical, and spiritual values, as well as to perceive the cultural and historical heritage of Russia. These activities provide a foundation for the development of

personal experiences in implementing values in interethnic communication and social practices.

The implementation of Russian traditional values educational potential in the process of foreign specialists' professional training is carried out through an organic combination of traditional and innovative educational methods and forms. The choice of an educational method should be based on its necessity and expediency. Only in this case the use of educational methods and forms in the process of foreign specialists' professional training contribute to the active understanding of Russian traditional values by foreign students and the development of their skills for constructive interaction in a multicultural society.

The implementation of Russian traditional values educational potential in the process of foreign specialists' professional training requires an educational process which ensures interpersonal interaction, where individual contexts of the received information are interacted with and mutually transmitted, and where foreign students are motivated to apply new knowledge in practical activities, which allows us to talk about the actualization of the subjective experience acquired through cognition, reflective observation, and communication – the experience of life and self-realization.

Conclusion. Based on the conducted research, the following conclusions can be drawn.

The essential characteristic of Russian traditional values is that they reflect what is vital for both individuals and society, and that they determine the direction of people's lives and behavior.

When implementing the educational potential of Russian traditional values in the process of professional training for foreign specialists, it should be taken into account that the increase in Russia's role in the world and the improvement of the Russian Federation's competitiveness and international prestige are achieved, among other things, through the promotion of Russian spiritual and moral ideals and traditional cultural and historical values based on universal human values.

The conceptual foundations for implementing the educational potential of Russian traditional values in the process of foreign specialists' professional training are based on systemic, cultural, axiological, and personal-activity approaches.

These approaches allow us to substantiate the pedagogical conditions for implementing the educational potential of Russian traditional values in the process of foreign specialists' professional training at the methodological level, namely:

– creating a value-based and developmental focus for the educational process as a basis for the upbringing, socialization, and adaptation of foreign students to the sociocultural space of Russia, based on Russian traditional values;

- inclusion of significant historical facts, events, personalities, symbols, and traditional values of the Russian people in the content of the academic disciplines studied by foreign students in the course of their professional training;

- development of psychological and pedagogical mechanisms which facilitate the process of foreign students mastering Russian traditional values based on their personal meanings acquired through specially organized and purposeful education.

The following are the key areas for implementing the educational potential of Russian traditional values in the process of professional training for foreign specialists:

- information support (familiarizing foreign students with Russian traditional values, expanding their knowledge of Russian culture and history, and encouraging them to learn more about Russian traditional values);

- affective-significant support (emotional and value-based self-determination of foreign students, their spiritual enrichment, and an adequate perception of intercultural diversity and respect for

the historical and cultural heritage of the Russian people as a result of their assimilation of Russian traditional values);

- regulatory support (socialization of foreign specialists during their professional training, the ability to control their actions and reactions to events in accordance with the ethical, legal, and religious norms accepted in the sociocultural space of the Russian Federation).

The educational potential of Russian traditional values should be used in the training of foreign specialists in educational, extracurricular, and research activities.

The result of the implementation of Russian traditional values educational potential in the process of foreign specialists' professional training is the formation of ideas about the traditional values and spiritual and moral ideals of the Russian people, as well as the readiness of foreign specialists to follow the principles of these traditional values and spiritual and moral ideals in their daily lives and intercultural communication.

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

1. Власова, В. Б. Русский путь от нравственности к праву (продолжение темы) / В. Б. Власова. – Текст : непосредственный // *Философия и культура*. – 2013. – № 3 (63). – С. 289-302.
2. Голованова, Н. Ф. Приобщение иностранных студентов к русской гуманитарной культуре: проблемы и возможности / Н. Ф. Голованова, А. В. Носкова. – Текст : непосредственный // *Вестник Московского государственного областного университета. Серия: Педагогика*. – 2022. – № 2. – С. 6-15.
3. Горлова, И. И. Традиционные духовно-нравственные ценности в нормативно-правовых документах Российской Федерации: состояние и пути совершенствования / И. И. Горлова. – Текст : непосредственный // *Культурологический журнал*. – 2021. – № 2 (44). – С. 10-14.
4. Гуляев, Ю. Ю. Гуманистическая психология образования личности: от младенчества до юности / Ю. Ю. Гуляев. – Москва : Комментарий, 2014. – 160 с. – Текст : непосредственный.
5. Данилевский, Н. Я. Россия и Европа / Н. Я. Данилевский. – Москва : Институт русской цивилизации, 2008. – 816 с. – Текст : непосредственный.
6. Епхиева, М. К. Формирование духовно-нравственных ценностей подрастающего поколения в образовательном пространстве вуза / М. К. Епхиева. – Текст : электронный // *Вектор науки Тольяттинского государственного университета*. – 2013. – № 4 (26). – С. 228-231. – URL: <https://vektornaukipedagogika.ru/jour/article/view/741>.
7. Закирьянова, И. А. Использование педагогических технологий в развитии аксиологического потенциала личности студентов (на основе освоения этнокультуры Крыма) / И. А. Закирьянова, А. Г. Михайлова. – Текст : электронный // *Science for Education Today*. – 2023. – Т. 13, №1, – С. 65-83. – URL: <https://cyberleninka.ru/article/n/ispolzovanie-pedagogicheskikh-tehnologiy-v-razvitii-aksiologicheskogo-potentsiala-lichnosti-studentov-na-osnove-osvoeniya>.
8. Кононенко, Б. И. Большой толковый словарь по культурологии / Б. И. Кононенко. – Москва : Вече: АСТ, 2003. – 512 с. – Текст : непосредственный.
9. Левитская, И. В. Культура перед вызовом XXI века: от ценности всеобщего к ценности различий / И. В. Левитская. – Текст : электронный // *Культурное многообразие: от прошлого к будущему: Второй Российский культурологический конгресс с международным участием. Тезисы докладов и сообщений*. – Санкт-Петербург : Эйдос ; Астерион, 2008. – С. 225-226. – URL: https://www.spbrc.org/PDF/Iic_tez.pdf.
10. Лю Ц. О традиционных духовно-нравственных ценностях России / Ц. Лю. – Текст : непосредственный // *Контекст и рефлексия : философия о мире и человеке*. – 2023. – Т. 12, № 2А. – С. 196-201.
11. Поморцева, Н. В. Теоретико-методологические подходы к организации социально-педагогического сопровождения иностранных студентов в российских вузах / Н. В. Поморцева, М. Н. Куновски, Д. Г. Коровяковский. – Текст : непосредственный // *Современные наукоемкие технологии*. – 2023. – № 12-2. – С. 312-319.
12. Российская Федерация. Президент. (2000- ; В.В. Путин) Указ Президента Российской Федерации от 09.11.2022 № 809 «Об утверждении Основ государственной политики по сохранению и укреплению традиционных российских духовно-нравственных ценностей». – Текст : электронный // *Справ.-правовая система «КонсультантПлюс»* : сайт. –

2022. – 9 ноября. – URL: <http://publication.pravo.gov.ru/Document/View/0001202211090019> (дата обращения: 15.07.2025).

13. Устиленцев, К. А. Правовая политика современной России в сфере укрепления традиционных духовно-нравственных ценностей: ключевые цели и задачи / К. А. Устиленцев. – Текст : электронный // Юридическая наука и практика : Вестник Нижегородской академии МВД России. – 2023. – № 2 (66). – С. 179-184. – URL: <https://namvd.editorum.ru/en/nauka/article/84974/view>.

14. Худякова, Н. Л. Традиционные ценности как основа воспитания в современном быстроменяющемся обществе / Н. Л. Худякова. – Текст : электронный // Вестник ЧелГУ. – 2023. – № 4 (474). – URL: <https://cyberleninka.ru/article/n/traditsionnye-tsennosti-kak-osnova-vospitaniya-v-sovremennom-bystromenyayuschemsya-obschestve>.

15. Zakiryanova, I. A. Educational Potential of the Crimea Peoples' Traditions, Customs and Rituals / I. A. Zakiryanova. – Text : electronic // International Journal of Ethnopedagogy. – 2022. – Vol. 2, № 1. – P. 31-39. – URL: <https://ethnopedagogy.com/index.php/pub/article/view/8>.

REFERENCES

1. Vlasova, V. B. (2013), 'Russian path from morality to law (continuation of the topic)', *Philosophy and Culture*, no. 3 (63), pp. 289-302 (in Russian)
2. Golovanova, N. F. and Noskova, A. V. (2022), 'Introducing Foreign Students to Russian Humanitarian Culture: Problems and Possibilities', *Bulletin of Moscow State Regional University. Series: Pedagogy*, no. 2, pp. 6-15. (in Russian)
3. Gorlova, I. I. (2021), 'Traditional spiritual and moral values in the regulatory documents of the Russian Federation: status and ways of improvement', *Cultural Studies Journal*, no. 2 (44), pp. 10-14. (in Russian)
4. Gulyaev, Yu. Yu. (2014), *Humanistic Psychology of Personality Formation: from Infancy to Youth*, Moscow: Commentary, 160 p. (in Russian)
5. Danilevsky, N. Ya. (2008), *Russia and Europe*. Moscow: Institute of Russian Civilization, 816 p. (in Russian)
6. Epkhieva, M. K. (2013), 'Formation of Spiritual and Moral Values of the Younger Generation in the Educational Space of the University', *Vector of Science of Togliatti State University* [online], no. 4 (26), pp. 228-231, available at: <https://vektornaukipedagogika.ru/jour/article/view/741> (in Russian)
7. Zakiryanova, I. A. and Mikhailova, A. G. (2023), 'Use of pedagogical technologies in the development of axiological potential of students' personality (based on the development of the ethnoculture of Crimea)', *Science for Education Today* [online], vol. 13, no.1, pp. 65-83, available at: <https://cyberleninka.ru/article/n/ispolzovanie-pedagogicheskikh-tehnologiy-v-razviti-aksiologicheskogo-potentsiala-lichnosti-studentov-na-osnove-osvoeniya> (in Russian)
8. Kononenko, B. I. (2003), *Large explanatory dictionary of cultural studies*, Moscow: Veche: AST, 512 p. (in Russian)
9. Levitskaya, I. V. (2008), 'Culture facing the challenge of the 21st century: from the value of the universal to the value of differences', *Cultural Diversity: from the Past to the Future*: *Second Russian Cultural Studies Congress with international participation: abstracts of reports and messages* [pdf], St. Petersburg: Eidos; Asterion, pp. 225-226, available at: https://www.spbirc.org/PDF/Iic_tez.pdf [Accessed 15.07.2025]. (in Russian)
10. Liu, Z. (2023), 'On Traditional Spiritual and Moral Values of Russia'. *Context and Reflection: Philosophy about the World and Man*, vol. 12, no. 2A, pp. 196-201. (in Russian)
11. Pomortseva, N. V., Kunovski, M. N. and Korovyakovskiy, D. G. (2023), 'Theoretical and methodological approaches to organizing social and pedagogical support for foreign students in Russian universities', *Modern science-intensive technologies*, no. 12-2, pp. 312-319. (in Russian)
12. *On approval of the Fundamentals of state policy for the preservation and strengthening of traditional Russian spiritual and moral values* (dated November 9, 2022 No. 809), Decree of the President of the Russian Federation, available at: <http://publication.pravo.gov.ru/Document/View/0001202211090019> [Accessed 15.07.2025]. (in Russian)
13. Ustilencev, K. A. (2023), 'Legal policy of modern Russia in the sphere of strengthening traditional spiritual and moral values: key goals and objectives', *Legal science and practice: Bulletin of the Nizhny Novgorod Academy of the Ministry of Internal Affairs of Russia* [online], no. 2 (66), pp. 179-184, available at: <https://namvd.editorum.ru/en/nauka/article/84974/view> (in Russian)
14. Khudyakova, N. L. (2023), 'Traditional values as the basis of education in a modern rapidly changing society', *Bulletin of the Chelyabinsk State University* [online], no. 4 (474), pp. 91-101, available at: <https://cyberleninka.ru/article/n/traditsionnye-tsennosti-kak-osnova-vospitaniya-v-sovremennom-bystromenyayuschemsya-obschestve> (in Russian)
15. Zakiryanova, I. A. (2022), 'Educational Potential of the Crimea Peoples, Traditions, Customs and Rituals', *International Journal of Ethnopedagogy* [online], vol. 2, no. 1, pp. 31-39, available at: <https://ethnopedagogy.com/index.php/pub/article/view/8>.

СВЕДЕНИЯ ОБ АВТОРАХ

И.А. Закирьянова, кандидат педагогических наук, доцент, профессор кафедры иностранных языков, ФГБВОУ ВО «Черноморское высшее военно-морское орденов Нахимова и Красной Звезды училище имени П.С. Нахимова», г. Севастополь, Россия, e-mail: ariddsev@yandex.ru, ORCID: 0000-0001-7770-0986.

Л.И. Редькина, доктор педагогических наук, профессор, проректор по международной деятельности и работе с иностранными студентами, ФГБОУ ВО «Херсонский государственный педагогический университет», г. Скадовск, Россия, e-mail: redkina7@mail.ru, ORCID: 0000-0002-4201-8693.

П.В. Крахоткин, курсовой офицер-преподаватель спецфакультета, ФГБВОУ ВО «Черноморское высшее военно-морское орденов Нахимова и Красной Звезды, училище имени П.С. Нахимова», г. Севастополь, Россия, e-mail: 15121981petr@mail.ru.

INFORMATION ABOUT THE AUTHORS:

I.A. Zakiryanova, Ph. D. in Pedagogy, Professor, of Foreign Languages Department, Black Sea Higher Naval School, Sevastopol, Russia, e-mail: ariddsev@yandex.ru, ORCID: 0000-0001-7770-0986.

L.I. Redkina, Doctor of Pedagogical Sciences, Professor, Vice-Rector for International Affairs and Work with International Students, Kherson State Pedagogical University, Skadovsk, Russia, e-mail: redkina7@mail.ru, ORCID: 0000-0002-4201-8693.

P.V. Krakhotkin, Course Officer-Teacher of the Special Faculty, Black Sea Higher Naval School, Sevastopol, Russia, e-mail: 15121981petr@mail.ru.