

Научная статья | Original paper

Traditions and Innovations at the International Scientific and Practical Conference of Students, Postgraduates and Young Researchers “Psychology of the XXI Century”: An Event Report

Natalya A. Medina Brakamonte

Saint Petersburg State University, Saint Petersburg, Russia

ORCID: <https://orcid.org/0000-0002-0563-4542>, e-mail: b.medina@spbu.ru

Olga O. Gofman

Saint Petersburg State University, Saint Petersburg, Russia

ORCID: <https://orcid.org/0000-0002-4750-5415>, e-mail: ms.gofman@mail.ru

Mariia A. Nedoshivina

Saint Petersburg State University, Saint Petersburg, Russia

ORCID: <https://orcid.org/0000-0001-7422-0055>, e-mail: nedoshivinama@gmail.com

Polina A. Rystakova

Saint Petersburg State University, Saint Petersburg, Russia

ORCID: <https://orcid.org/0009-0005-3674-492X>, e-mail: polinryst@gmail.com

Traditionally, annual student and youth conferences are included in the process of studies at higher education institutions. They are implemented in order to develop students' professional competencies and soft skills, as well as to provide future specialists with career orientation opportunities. This report is devoted to the international scientific and practical conference “Psychology of the XXI century: A Kaleidoscope of Discoveries”, which was dedicated to the 300th anniversary of Saint Petersburg State University. The conference became an event for students, postgraduates, and young researchers, it was a space for transferring knowledge and experience from the leading scientists to future specialists, and for discussing new theories, methods and practices of psychological support. About 400 students, including undergraduates, graduate students and young scientists, presented their reports at the Faculty of Psychology of Saint Petersburg State University, the total number of participants in various events almost reached a record of 1000 people. They were representatives of various scientific schools and areas of psychology from Saint Petersburg, Moscow, many other regions of Russia, and other countries (Republic of Belarus, Kazakhstan, India, China, The Netherlands). In addition to the classic formats (sections, round tables, master classes), the conference used innova-

© Медина Бракамонте Н.А., Гофман О.О., Недошивина М.А., Рыстакова П.А., 2025



CC BY-NC

tive approaches: interactive sessions, microconferences, topics and sections based on interests, gamification, and real-time feedback. This event received a positive response and became the start for many new projects.

Keywords: conference; psychology of the XXI century; young scientists; SPbU.

Acknowledgements. We would like to express our gratitude to the Student Organizing Committee, lecturers, volunteers of the Faculty of Psychology, and employees of the Event Management Department, Marketing and Media Communication Department of Saint Petersburg State University for hosting the conference.

For citation: Medina Brakamonte N.A., Gofman O.O., Nedoshivina M.A., Rystakova P.A. Traditions and Innovations at the International Scientific and Practical Conference of Students, Postgraduates and Young Researchers “Psychology of the XXI Century”: An Event Report. *Psikhologicheskaya nauka i obrazovanie = Psychological Science and Education*, 2025. Vol. 30, no. 1, pp. 187—199. DOI: <https://doi.org/10.17759/pse.2025300114>. (In Russ.).

Традиции и инновации на международной научно-практической конференции студентов, аспирантов и молодых ученых «Психология XXI века»: отчет о мероприятии

Медина Бракамонте Н.А.

ФГБОУ ВО «Санкт-Петербургский государственный университет» (ФГБОУ ВО СПбГУ),
г. Санкт-Петербург, Российская Федерация
ORCID: <https://orcid.org/0000-0002-0563-4542>, e-mail: b.medina@spbu.ru

Гофман О.О.

ФГБОУ ВО «Санкт-Петербургский государственный университет» (ФГБОУ ВО СПбГУ),
г. Санкт-Петербург, Российская Федерация
ORCID: <https://orcid.org/0000-0002-4750-5415>, e-mail: ms.gofman@mail.ru

Недошвина М.А.

ФГБОУ ВО «Санкт-Петербургский государственный университет» (ФГБОУ ВО СПбГУ),
г. Санкт-Петербург, Российская Федерация
ORCID: <https://orcid.org/0000-0001-7422-0055>, e-mail: nedoshivinama@gmail.com

Рыстакова П.А.

ФГБОУ ВО «Санкт-Петербургский государственный университет» (ФГБОУ ВО СПбГУ),
г. Санкт-Петербург, Российская Федерация
ORCID: <https://orcid.org/0009-0005-3674-492X>, e-mail: polinryst@gmail.com

Представлен обзор содержания международной научно-практической конференции «Психология XXI века: калейдоскоп открытий», которая состоялась в юбилейный для Санкт-Петербургского государственного университета год празднования 300-летия. Обращается внимание на то, что традиционно ежегодные студенческие и молодежные конференции в выс-

ших учебных заведениях включены в процесс подготовки обучающихся с целью формирования профессиональных компетенций, гибких навыков и карьерного ориентирования будущих специалистов. Авторы отмечают, что конференция стала событием для студентов, аспирантов и молодых ученых, так как благодаря организаторам было создано пространство для передачи знаний и опыта ведущих ученых будущим специалистам и обсуждения новых теорий, методов и практик психологического сопровождения. На площадке факультета психологии СПбГУ выступили с докладами около 400 обучающихся, включая студентов, аспирантов и молодых ученых, а суммарное число участников в разнообразных мероприятиях почти достигло рекордных 1000 человек. Это представители разных научных школ и направлений психологии из Санкт-Петербурга, Москвы, многих регионов России и других государств (Республика Беларусь, Казахстан, Индия, Китай, Нидерланды). Кроме классических форматов проведения (секции, круглые столы, мастер-классы) в конференции были использованы инновационные подходы: интерактивные сессии, микроформаты, темы и секции по интересам, геймификация и обратная связь в реальном времени. Особо отмечается, что работа конференции получила положительный отклик и стала стартом для многих новых проектов.

Ключевые слова: конференция; психология XXI века; молодые ученые; СПбГУ.

Благодарности. Выражаем благодарность студенческому организационному комитету, преподавателям, волонтерам факультета психологии и сотрудникам Управления по организации мероприятий, а также Управления маркетинга и медиакоммуникаций Санкт-Петербургского государственного университета за помощь в подготовке и проведении конференции «Психология XXI века», приуроченной к празднованию 300-летия СПбГУ.

Для цитаты: Медина Бракамонте Н.А., Гофман О.О., Недошивина М.А., Рыстакова П.А. Традиции и инновации в проведении международной научно-практической конференции студентов, аспирантов и молодых ученых «Психология XXI века»: отчет о мероприятии // Психологическая наука и образование. 2025. Том 30. № 1. С. 187—199. DOI: <https://doi.org/10.17759/pse.2025300114>

The Faculty of Psychology at Saint Petersburg State University (SPbU) has held the international scientific and practical conference “Psychology of the XXI Century” for students, postgraduates, and young scientists since 1997. One of the most important tasks in training psychologists is integrating them into the professional community, developing their research skills, and enabling them to independently address current psychological problems in both science and practice. Therefore, this area of work is a high priority for the faculty. The relevance of these annual conferences to undergrad-

uate and postgraduate training lies in their contribution to student development. This includes not only professional psychological competencies but also soft skills and the opportunity to build an individual learning pathway [8]. As students progress in their education, research skills become increasingly crucial, and the conference provides a valuable platform for their development. Modern research in psychology and pedagogy empirically confirms that participation in scientific conferences for young scientists, undergraduates, and postgraduates enhances students’ research skills [3; 5; 6].

The “Psychology of the XXI Century” conference annually brings together participants to discuss both actively developing areas in psychology and the relationship between these areas and traditional approaches. The conference provides a forum for students, postgraduates, young professionals, and teachers to share their perspectives. It supports a unified information space in psychology, facilitates the exchange of experiences for implementing joint projects, and fosters collaboration between students and young scientists from diverse scientific schools in Russia and abroad. It also connects these individuals with leading representatives of the Saint Petersburg School of Psychology. Finally, the conference provides opportunities for students, postgraduates, young scientists, and teachers to identify with scientific views and practices presented there.

The conference is a traditional form of experience exchange between young scientists from all over Russia and beyond. The main forms of its work include section reports, round tables, lectures by invited specialists, and master classes. The plenary session is traditionally the conference’s most significant event, setting the tone for the entire program and introducing the core themes of the year’s chosen topic. Invited speakers are prominent scientists and researchers in the most relevant areas of psychology, with regional, national, and international reputations. Another important event of the conference is the closing ceremony, where, in addition to summing up the results, participants share their impressions and suggestions for future conferences.

In addition to the classic formats (sections, round tables, master classes), the conference “Psychology of the XXI Century” employed the following innovative approaches in 2024:

- **Interactive sessions:** Facilitated interactive discussions, real-time surveys, and group brainstorming using platforms like Mentimeter and online whiteboards. Examples included “Young Specialists: Science Needs New Heroes”, “Inclusive Society: Keys to Understanding”, and the quiz game “Build a Psychologist in Yourself”.

- **Microformats:** Utilized short, focused event formats to maximize engagement and allow more speakers to present their ideas. Examples included “Psychological Clinic through the eyes of a student” and the discussion sections “Psychology of Loneliness”, “Psychology of Migration”, and “Political Psychology”.

- **Topics and sections:** Organized parallel sections on narrow topics, allowing participants to choose their areas of interest. For example, sections included “Professional health and well-being”, “Sports Psychology”, “Clinical Psychodiagnostics and Psychotherapy”, “Educational Psychology”, and “General and Cognitive Psychology”.

- **Gamification:** Integrated game elements into the conference program to enhance learning and interaction. This was implemented in the quiz game “Build a Psychologist in Yourself” and the public discussion “Group Work and Psychological Counselling: What Is It and How do I Start?”

- **Real-time feedback:** Employed mobile applications to gather immediate feedback and suggestions from participants during “The Space Between Us: the Specifics of a Consultative Contact at the Beginning of Work”, allowing for dynamic adjustments to the session.

To foster student autonomy, the Faculty of Psychology empowers the Student Council and the Student Scientific Society to organize conferences, with guidance from young researchers and faculty mem-

bers. Students take ownership of the conference by forming working groups responsible for inviting participants, managing applications, shaping the conference theme, and outlining the program. The initiative of the student community is encouraged and supported by the faculty administration through mentorship, resource allocation, and promotional assistance. This approach is intentional, recognizing that entrusting students with conference organization fosters their intrinsic motivation — a key driver of creative and innovative thinking [11]. Furthermore, research suggests that trust, inherent in giving students this responsibility, empowers talented innovators in education to develop and create [13].

Following the application deadline, the primary focus shifts to a rigorous review of participant abstracts. A hallmark of “Psychology of the XXI Century” is its commitment to fostering a collaborative environment, offering participants constructive feedback on their submitted abstracts and opportunities for refinement. This process develops participants’ skills in scientifically presenting research, including articulating the study design, presenting key findings, using information sources correctly, and adhering to proper formatting guidelines. All applicants receive expert feedback on the following criteria:

- Scientific Problem/Hypothesis/Research Question: Clear articulation of a scientific problem, hypothesis, or research question.
- Research Methodology: Clear description of a research methodology appropriate to the hypothesis.
- Literature Review: Comprehensive review of existing research and links to relevant sources.
- Sample and Procedure: Detailed description of the sample, research procedure,

and mathematical processing methods used.

- Results and Hypothesis: Evidence of obtained or predicted research results that align with the hypothesis.
- Presentation Style: Scientific style and logical sequence of presentation.
- Formatting: Accurate referencing in accordance with GOST requirements.

The organizing committee meticulously plans thematic sections, with invaluable support from student volunteers. Expert faculty and young scientists co-manage each section, providing detailed feedback on each report based on established evaluation criteria, and offering recommendations for future research. Experts evaluate reports based on the following criteria:

- Suggested Scientific Problem/Hypothesis/Research Question: Clear articulation of a scientific problem, hypothesis, or research question.
- Research Methodology: Clear description of a research methodology appropriate to the hypothesis.
- Literature Review: Comprehensive review of existing research and links to relevant sources.
- Sample and Procedure: Detailed description of the sample, research procedure, and mathematical processing methods used.
- Results and Hypothesis: Evidence of obtained or predicted research results that align with the hypothesis and demonstrate scientific novelty.
- Directions for future research.
- Presentation Style: Scientific style and logical sequence of presentation, clarity of presentation, reasoning, consistency in argumentation, logic of transition from concept to conclusions, demonstration of critical thinking.

A particularly valuable aspect of the scientific sections is that students often arrive at new conclusions and identify subtle points for further study through presentation and discussion with their peers. These insights, often initially overlooked, emerge as students engage in constructive feedback and answer challenging questions, enriching their understanding of their own research.

To recognize these contributions, each section has hosted a “Best Performance” contest since 2022. Winners not only receive valuable experience but also memorable gifts, certificates, and books relevant to their field. Participants also have the opportunity to take part in the poster session and win in the “Best Poster” category. Each year, the organizers strive to create innovative and engaging public events for the conference, providing students with enriching and rewarding experiences.

Main event. The International Scientific and Practical Conference of Students, Postgraduates, and Young Scientists “Psychology of the XXI Century: a Kaleidoscope of Discoveries” convened on April 10-12, 2024. Held during Saint Petersburg State University’s 300th anniversary year, the conference held special significance for the Russian psychological community, emphasizing the development and support of young scientists.

The plenary session opened with a welcoming address by Saint Petersburg State University professors A.V. Shabolts and S.N. Kostromina, who expressed their optimism for the professional development of young researchers, encouraging them to collaborate with established experts to accelerate scientific breakthroughs. They presented a joint report emphasizing the crucial interplay between theory and practice in both incremental and groundbreak-

ing discoveries. G.L. Isurina, Professor of Saint Petersburg State University, explored the unique challenges of applying psychotherapeutic techniques developed for individual clients to group settings, emphasizing the need for culturally sensitive approaches. S.L. Solovyova, Professor of the I.I. Mechnikov North-Western State Medical University, presented a report on the current state of psychology in medicine, highlighting the increasing integration of psychological principles in chronic disease management.

Reports on artificial intelligence in schools (from collecting reflections to digital tutors) by A.A. Komissarov, Head of the Centre for Digital Competencies of “Aeroplane” Group of Companies, and on the relationship between emotion regulation and cognitive control and emotional differentiation by D.V. Lyusin, Associate Professor of the National Research University “Higher School of Economics”, fuelled great interest in young scientists and students and provided a rich discussion.

Z.M. Sadvakasova, Professor of the Al-Farabi Kazakh National University (KazNU), spoke about social and psychological work in Kazakhstan and their approaches to psychological support for families and children with special educational needs, including the “Family Strengthening” program focused on early intervention. Later a number of issues in the field of scientific and educational cooperation between Saint Petersburg State University and KazNU was discussed, including membership in dissertation councils, joint research projects, academic mobility, double degree programs, and other topics. This collaboration highlights the importance of international partnerships in fostering innovation in education and research [1].

The conference featured a robust scientific program encompassing 19 sections, with several particularly popular areas — including “General and Cognitive Psychology,” “Personality Psychology,” “Pedagogical Psychology: School,” “Clinical Psychodiagnostics and Psychotherapy,” “Social Psychology,” and “Psychology in the Digital Space” — extending over multiple days. The extended duration reflected the high level of participant engagement and interest in these areas. The topics of the sections are presented in full in the published conference proceedings [9].

For example, the section “Personality Psychology” explored the human experience through themes of existential anxiety and the meaning of life, delving into self-identification, reflection and self-knowledge, morality and ethics, and creativity and aesthetic perception. The section “General and Cognitive Psychology” explored the power of creativity and insight in problem-solving, while also examining self-attitude, strategies for overcoming crisis states, and innovative psychological approaches like art therapy, mobile applications, and virtual reality.

The section “Clinical Psychodiagnostics and Psychotherapy” addressed the complex landscape of mental disorders, including schizophrenia, borderline personality disorders, and neurotic states, examining their manifestation and impact on various emotional states and overall health.

The section “Psychology of a Person in Disease” examined the psychological characteristics of patients with somatic diseases — including women with infertility, patients with diabetes, and those with inflammatory bowel diseases — while also exploring the potential for positive psychological changes after recovery.

Speakers actively discussed the multifaceted health challenges and the crucial role psychologists play in helping patients overcome them.

The section “Mental Health and Early Support for Children and Parents” delved into the complexities of interaction between parents and children with special needs, addressing the challenges and emotional states experienced by both parents and specialists. Discussions encompassed both internal factors (psychological characteristics, emotional burnout) and external factors (support programs, organizational aspects) that impact the support of families with children with disabilities.

The section “Developmental Psychology and Differential Psychology” explored the influence of various factors on personality development, including family relations and parenthood, psychological separation and interaction, emotional development and mental health in children and adolescents, and the psychological aspects of aging. A highlight was the discussion of loneliness, with participants addressing its subjective experiences, coping methods, and personality traits associated with it. The event provided new angles for insight for its causes and consequences and also its coping methods in various contexts.

The section “Psychology of Sports and Physical Culture” highlighted the critical role of motivation and psychological well-being in the skill development of athletes across age groups and disciplines, from recreational swimming to BMX-racing and running. Participants were particularly engaged in discussing the complex culture surrounding sports fandom.

The section “Psychology in Digital Space” gathers more and more speakers every year, which is no coincidence, given

the ever-growing relevance of this area [10]. At the same time, the main focus of the reports is focused on three key areas: the impact of digital technologies on mental health and behaviour, issues of trust in the digital space, and the possibilities of mobile technologies for various forms of psychological support of the individual. Research topics in the “Psychophysiology” section covered a wide range of issues in the field of neuropsychology, including emotional responses to loss, neuropsychological aspects of behaviour and cognitive processes, the impact of stress on health and perception of the world around us.

“Social Psychology” proved to be a highly popular section, with reports addressing interpersonal communication, attachment, behavior in conflict situations, the impact of socio-demographic factors on mental health, and creativity. Separate discussions focused specifically on family and marriage and migration psychology.

“Legal Psychology and Deviant Behavior” explored topics ranging from addictive states and character accentuations to deviant behavior and psychological well-being. Young researchers emphasized the need to understand the social and psychological factors affecting vulnerable populations and proposed diverse support strategies.

“Organizational Psychology and Management” explored themes such as employee motivation, communication and decision-making processes, and the influence of the organizational environment on the individual. Participants paid particular attention to tolerance for uncertainty and the professional image of the psychologist.

“Psychology of Occupational Health and Well-Being” highlighted the factors impacting worker health, including burnout prevention, the relationship between workplace

stress and physical activity, attitudes towards health and barriers to healthy behavior, and strategies for post-work recovery. These studies underscored the importance of an integrated approach to employee well-being and the role of various factors in maintaining professional activity and life balance.

The diverse field of Educational Psychology was explored across multiple sections, including “Pedagogical Psychology: School” and “Pedagogical Psychology: Secondary Professional and Higher Education”. The arrangement of these sections allowed participants to better see and understand the effects of Education Psychology on schools and higher-education institutions. Key thematic areas included student well-being and emotional intelligence, academic performance and motivation, social adaptation and psychological safety, psychological aspects of school education, and skills development and preparedness for lifelong learning.

In 2024, the conference featured not only oral face-to-face presentations but also a poster session, during which the jury awarded a special prize to the best posters. Expert voting yielded the selection of the following works:

- A.E. Bannikova, T.V. Shumilov, under the supervision of A.V. Chistopolskaya, presented “Comparison of the phenomenology of the process of searching for the idea of works of conceptual art and solving insight problems” (P.G. Demidov Yaroslavl State University, Yaroslavl, Russia) [2];

- D. Fleming, under the supervision of A.L. Sburlea, presented “Vetoing mechanism: Terminating a planned movement before execution” (University of Groningen, Groningen, The Netherlands) [12];

- A.V. Kosolapova, under the supervision of T.V. Shinina, presented “Motiva-

tional aspects of deviant and delinquent behaviour on the example of the Arctic” (Moscow University of Psychology and Education, Moscow, Russia) [7].

Beyond the core scientific program, the conference also included several additional events. In particular, the presentation of the book “The ABC of Negotiations” by S.D. Gurieva attracted significant interest [4]. The round table “Young Specialists: Science Needs New Heroes” provided an opportunity for young researchers, assistants, and postgraduates from Saint Petersburg State University’s Faculty of Psychology to network. The round table “Inclusive Society: Keys to Understanding” proved highly popular. Leading specialists in Special Needs Psychology discussed practical experience and new approaches to inclusivity for children with dysontogenesis and their families. Finally, the events focused on meeting and communicating with the conference participants — “Networking”, the quest “Psychology of the XXI Century”, and the quiz game “Develop Your Inner Psychologist” from the Centre for Modern Practical Psychology “Foresight” — received high marks from the audience.

Another highlight was the round table “Psychological Clinic Through the Eyes of Students”, which brought together heads of leading psychological services, young scientists, and students. The event discussed what the university psychological services should offer, the ideal specialists to staff them, and the future opportunities these services could provide. E.V. Zinovieva, Head of the Psychological Clinic of Saint Petersburg State University, organized the event. Among the participants were E.Y. Brel, Head of the Federal Resource Centre for Psychological Service in the Higher Edu-

cation System of the Russian Academy of Education, Moscow; I.V. Makarova, Director of the Centre for Psychological Counselling of the National Research University “Higher School of Economics”; and E.V. Sharanovskaya, Director of the Medical, Psychological and Social Centre of the Saint Petersburg National Research University of Information Technologies Department of Mechanics and Optics (ITMO).

The Saint Petersburg Psychological Society held a master class “Space Between Us: the Specifics of Consulting Contact at the Beginning of Work” for participants and guests of the conference, aimed at building work with the client at the beginning of the counselling process. Another public discussion, “Group work and psychological counselling: what is it, and how to start?”, focused on the practical aspects of a psychologist’s work. Participants learned about the nuances of each type of work, analyzed cases from practice, and discussed the features of professional training, opportunities, and “pitfalls” that occur early in a specialist’s career.

A record number of participants were registered at this year’s conference at the Faculty of Psychology of Saint Petersburg State University: their number was more than a thousand people. These were the representatives of various scientific schools and areas of Psychology from Saint Petersburg, Moscow, many regions of Russia and other countries (Belarus, Kazakhstan, India, China, The Netherlands), who made presentations, visited sections, and took part in events.

At the closing ceremony, Professor A.V. Shabolts of Saint Petersburg State University addressed the participants and thanked them for their contributions. Associate Professor N.A. Medina Braka-

monte, Chairman of the educational and methodological Commission in the field of “Psychological Sciences” of Saint Petersburg State University, announced that the bachelor’s degree program “Psychology” has successfully completed professional and public accreditation. Saint Petersburg State University received a Certificate for a period of five years; according to Medina Brakamonte, this is the first such case in Russia. The Council for Professional Qualifications in the field of labor Safety, Social Protection, and Employment of the population issued the certificate, and the All-Russian Public Organization “Federation of Educational Psychologists of Russia” confirmed it. Experts confirmed that the level of teaching at Saint Petersburg State University in the bachelor’s degree program “Psychology” aligns with the Professional Standard “Psychologist in the social sphere”, approved by the Ministry of Labour of the Russian Federation. As part of the accreditation process, a direct assessment of students’ competencies was conducted, in which final-year undergraduate students took part. The faculty of Psychology publically recognized students and awarded Commendations.

References

1. Bagautdinova A.Sh., Kleshcheva I.V. Innovatsionnye obrazovatel'nye tekhnologii v vysshem obrazovanii [Innovative educational technologies in higher education]. *Ekonomika i ekologicheskii menedzhment = Economics and Ecological Management*, 2014, no. 1, pp. 1—10. Available at: <https://economics.iibt.ifmo.ru/file/article/8834.pdf> (Accessed 06.10.2024). (In Russ.).
2. Bannikova A.E., Shumilov T.V. Svravnenie fenomenologii protsessa poiska idei proizvedenii kontseptual'nogo iskusstva i resheniya insaitnykh zadach [Comparison of the phenomenology of the process of searching for an idea for conceptual art works and solving insight problems]. *Psikhologiya XXI veka — 2024: kaleidoskop otkrytii*. Sbornik tezisov uchastnikov

Results and conclusions

Approximately 1,000 participants attended the conference, demonstrating strong interest from students, postgraduates, and young researchers. The organizers are focused on preserving the traditions of the national psychological school. The conference incorporated innovative approaches such as interactive sessions, microformats, gamification, and real-time feedback. The atmosphere of free scientific research and cooperation between representatives of different generations provided students with opportunities to gain relevant knowledge, develop professional skills, and build a strong professional network.

The conference prepares students, postgraduates and young researchers interested in independent development in the professional community and the search for new solutions in problem-solving situations. Thus, the development of professional competencies is complemented by the development of soft skills related to organization, communication, teamwork, creating a productive scientific and educational environment, opening up new innovative approaches to events and cooperation in the professional community.

- XXVII Mezhdunarodnoi nauchno-prakticheskoi konferentsii studentov, aspirantov i molodykh uchenykh 10—12 aprelya 2024 g. [*Psychology of the 21st Century — 2024: A Kaleidoscope of Discoveries*. Collection of abstracts of participants of the XXVII International scientific and practical conference of students, postgraduates and young scientists, April 10—12, 2024]. Saint Petersburg: Skifiya-print, 2024, pp. 98—100. Available at: https://www.elibrary.ru/download/elibrary_71313181_75092294.pdf (Accessed 06.10.2024). (In Russ.).
3. Bekirov S.N. Studencheskie konferentsii kak sredstvo formirovaniya issledovatel'skikh kompetentsii bakalavrov sotsial'nykh nauk [Student conferences as a means of developing research competencies of bachelors in

- social sciences]. *Problemy sovremennogo pedagogicheskogo obrazovaniya = Issues of Modern Pedagogical Education*, 2023. Vol. 79, no. 2, pp. 11—14. Available at: <https://gpa.cfuv.ru/attachments/article/5940/%D0%92%D1%8B%D0%BF%D1%83%D1%81%D0%BA%2079%20%D1%87%D0%B0%D1%81%D1%82%D1%8C%202,%202023%20%D0%B3%D0%BE%D0%B4.pdf> (Accessed 29.08.2024). (In Russ.).
4. Gurieva S.D. Azbuka peregovorov [The ABC of Negotiations]. Saint Petersburg: Saint Petersburg University Press, 2023. 183 p. (In Russ.).
5. Dubskikh A.I. Nauchno-prakticheskaya konferentsiya kak sredstvo razvitiya inoyazychnoi i professional'noi kompetentsii studentov tekhnicheskikh vuzov [Scientific and practical conference as a means of developing foreign language and professional competence of students of technical universities]. *Vestnik Surgutskogo gosudarstvennogo pedagogicheskogo universiteta = Bulletin of the Surgut State Pedagogical University*, 2020. Vol. 4, no. 67, pp. 73—81. DOI:10.26105/SSPU.2020.82.49.007 (In Russ.).
6. Ilyushina N.N. Podgotovka studentov k nauchnoi konferentsii kak pervyi opyt issledovatel'skoi deyatel'nosti [Preparing students for a scientific conference as the first experience of research activity]. *Diversifikatsiya pedagogicheskogo obrazovaniya v usloviyakh razvitiya informatsionnogo obshchestva*. Materialy mezhdunarodnoi nauchno-prakticheskoi konferentsii, posvyashchennoi 100-letiyu Belorusskogo gosudarstvennogo universiteta [Diversification of pedagogical education in the context of the development of the information society. Proceedings of the international scientific and practical conference dedicated to the 100th anniversary of the Belarusian State University]. Minsk: BGU, 2022, pp. 281—286. Available at: https://www.elibrary.ru/download/elibrary_48565011_38034036.pdf (Accessed 06.10.2024). (In Russ.).
7. Kosolapova A.V. Motivatsionnye aspekty deviantnogo i delinkventnogo povedeniya na primere Arktiki [Motivational aspects of deviant and delinquent behaviour: Arctic example]. *Psikhologiya XXI veka — 2024: kaleidoskop otkrytii*. Sbornik tezisev uchastnikov XXVII Mezhdunarodnoi nauchno-prakticheskoi konferentsii studentov, aspirantov i molodykh uchenykh 10—12 aprelya 2024 g. [Psychology of the 21st Century — 2024: A Kaleidoscope of Discoveries. Collection of abstracts of participants of the XXVII International scientific and practical conference of students, postgraduates and young scientists, April 10—12, 2024]. Saint Petersburg: Skifiya-print, 2024, pp. 267—269. Available at: https://www.elibrary.ru/download/elibrary_71313181_75092294.pdf (Accessed 06.10.2024). (In Russ.).
8. Morozova I.S., Bugrova N.A., Kretsan Z.V., Evseenkova E.V. Vybora studentom individual'noi obrazovatel'noi traektorii: sub"ektnaya pozitsiya i strategii vybora [Student's choice of individual educational trajectory: Subject position and choice strategies]. *Psikhologicheskaya nauka i obrazovanie = Psychological Science and Education*, 2023. Vol. 28, no. 2, pp. 30—45. DOI:10.17759/pse.2023280203 (In Russ.).
9. *Psikhologiya XXI veka — 2024: kaleidoskop otkrytii*. Sbornik tezisev uchastnikov XXVII Mezhdunarodnoi nauchno-prakticheskoi konferentsii studentov, aspirantov i molodykh uchenykh 10—12 aprelya 2024 g. [Psychology of the 21st Century — 2024: A Kaleidoscope of Discoveries. Collection of Abstracts of Participants of the XXVII International Scientific and Practical Conference of Students, Postgraduates, and Young Scientists, April 10—12, 2024]. Saint Petersburg: Skifiya-print, 2024. 642 p. Available at: https://www.elibrary.ru/download/elibrary_71313181_75092294.pdf (Accessed 06.10.2024). (In Russ. and Engl.).
10. Soldatova G.U., Rasskazova E.I. Itogi tsifrovoi transformatsii: ot onlain-real'nosti k smeshanoi real'nosti [The results of digital transformation: from online reality to mixed reality]. *Kul'turno-istoricheskaya psikhologiya = Cultural and Historical Psychology*, 2020. Vol. 16, no. 4, pp. 87—97. DOI:10.17759/chp.2020160409 (In Russ.).
11. Deci E.L., Ryan R.M., Koestner R. A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 1999. Vol. 125, no. 6, pp. 627—668. DOI:10.1037/0033-2909.125.6.627
12. Fleming D., Sburlea A.L. Vetoing mechanism: terminating a planned movement before execution. *Psikhologiya XXI veka — 2024: kaleidoskop otkrytii*. Sbornik tezisev uchastnikov XXVII Mezhdunarodnoi nauchno-prakticheskoi konferentsii studentov, aspirantov i molodykh uchenykh 10—12 aprelya 2024 g. [Psychology of the 21st Century — 2024: A Kaleidoscope of Discoveries. Collection of abstracts of participants of the XXVII International scientific and practical conference of students, postgraduates and young scientists, April 10—12, 2024]. Saint Petersburg: Skifiya-print, 2024, pp. 483—484. Available at: https://www.elibrary.ru/download/elibrary_71313181_75092294.pdf (Accessed 06.10.2024).
13. Tierney W.G., Lanford M. Conceptualizing Innovation in Higher Education. *Higher Education: Handbook of Theory and Research* / Ed. by M. Paulsen. Springer, Cham, 2016. Vol. 31, pp. 1—40. DOI:10.1007/978-3-319-26829-3_1

Литература

1. Багаутдинова А.Ш., Клещева И.В. Инновационные образовательные технологии в высшем образовании [Электронный ресурс] // Экономика и экологический менеджмент. 2014. № 1. С. 1—10. URL: <https://economics.ihbt.ifmo.ru/file/article/8834.pdf> (дата обращения: 06.10.2024).
2. Банникова А.Е., Шумилов Т.В. Сравнение феноменологии процесса поиска идеи произведений концептуального искусства и решения инсайтных задач [Электронный ресурс] // Психология XXI века — 2024: калейдоскоп открытий. Сборник тезисов участников XXVII Международной научно-практической конференции студентов, аспирантов и молодых ученых 10—12 апреля 2024 г. СПб.: Издательство Скифия-принт, 2024. С. 98—100. URL: https://www.elibrary.ru/download/elibrary_71313181_75092294.pdf (дата обращения: 06.10.2024).
3. Бекиров С.Н. Студенческие конференции как средство формирования исследовательских компетенций бакалавров социальных наук [Электронный ресурс] // Проблемы современного педагогического образования. 2023. Том 79. № 2. С. 11—14. URL: <https://gra.cfuv.ru/attachments/article/5940/%D0%92%D1%8B%D0%BF%D1%83%D1%81%D0%BA%2079%20%D1%87%D0%B0%D1%81%D1%82%D1%8C%202,%202023%20%D0%B3%D0%BE%D0%B4.pdf> (дата обращения: 29.08.2024).
4. Гуриева С.Д. Азбука переговоров. СПб.: Издательство Санкт-Петербургского государственного университета, 2023. 183 с.
5. Дубских А.И. Научно-практическая конференция как средство развития иноязычной и профессиональной компетенции студентов технических вузов // Вестник Сургутского государственного педагогического университета. 2020. Том 4. № 67. С. 73—81. DOI:10.26105/SSPU.2020.82.49.007
6. Илюшина Н.Н. Подготовка студентов к научной конференции как первый опыт исследовательской деятельности [Электронный ресурс] // Диверсификация педагогического образования в условиях развития информационного общества. Материалы международной научно-практической конференции, посвященной 100-летию Белорусского государственного университета. Минск: БГУ, 2022. С. 281—286. URL: https://www.elibrary.ru/download/elibrary_48565011_38034036.pdf (дата обращения: 06.10.2024).
7. Косолапова А.В. Мотивационные аспекты девиантного и делинквентного поведения на примере Арктики [Электронный ресурс] // Психология XXI века — 2024: калейдоскоп открытий. Сборник тезисов участников XXVII Международной научно-практической конференции студентов, аспирантов и молодых ученых 10—12 апреля 2024 г. СПб.: Издательство Скифия-принт, 2024. С. 267—269. URL: https://www.elibrary.ru/download/elibrary_71313181_75092294.pdf (дата обращения: 06.10.2024).
8. Морозова И.С., Бугрова Н.А., Крецан З.В., Евсеев Е.В. Выбор студентом индивидуальной образовательной траектории: субъектная позиция и стратегии выбора // Психологическая наука и образование. 2023. Том 28. № 2. С. 30—45. DOI:10.17759/pse.2023280203
9. Психология XXI века — 2024: калейдоскоп открытий. Сборник тезисов участников XXVII Международной научно-практической конференции студентов, аспирантов и молодых ученых, 10—12 апреля 2024 г. [Электронный ресурс]. СПб.: Издательство Скифия-принт, 2024. 642 с. URL: https://www.elibrary.ru/download/elibrary_71313181_75092294.pdf (дата обращения: 06.10.2024).
10. Солдатова Г.У., Рассказова Е.И. Итоги цифровой трансформации: от онлайн-реальности к смешанной реальности // Культурно-историческая психология. 2020. Том 16. № 4. С. 87—97. DOI:10.17759/chp.2020160409
11. Deci E.L., Ryan R.M., Koestner R. A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation // Psychological Bulletin. 1999. Vol. 125. № 6. P. 627—668. DOI:10.1037/0033-2909.125.6.627
12. Fleming D., Sburlea A.L. Vetoing mechanism: terminating a planned movement before execution [Электронный ресурс] // Психология XXI века — 2024: калейдоскоп открытий. Сборник тезисов участников XXVII Международной научно-практической конференции студентов, аспирантов и молодых ученых 10—12 апреля 2024 г. СПб.: Издательство Скифия-принт, 2024. С. 483—484. URL: https://www.elibrary.ru/download/elibrary_71313181_75092294.pdf (дата обращения: 06.10.2024).
13. Tierney W.G., Lanford M. Conceptualizing Innovation in Higher Education / Higher Education: Handbook of Theory and Research // Ed. by M. Paulsen. Springer, Cham. 2016. Vol. 31. P. 1—40. DOI:10.1007/978-3-319-26829-3_1

Information about the authors

Natalya A. Medina Brakamonte, PhD in Pedagogy, Associate Professor of the Department of Pedagogy and Psychology of Education, Saint Petersburg State University, Saint Petersburg, Russia, ORCID: <https://orcid.org/0000-0002-0563-4542>, e-mail: b.medina@spbu.ru

Olga O. Golman, PhD in Psychology, Associate Professor of the Department of Labor Psychology and Organizational Psychology, Saint Petersburg State University, Saint Petersburg, Russia, ORCID: <https://orcid.org/0000-0002-4750-5415>, e-mail: ms.gofman@mail.ru

Mariia A. Nedoshivina, PhD in Psychology, Senior Lecturer of the Department of Social Psychology, Saint Petersburg State University, Saint Petersburg, Russia, ORCID: <https://orcid.org/0000-0001-7422-0055>, e-mail: nedoshivinama@gmail.com

Polina A. Rystakova, 4th Year Student of Clinical Psychology, Saint Petersburg State University, Saint Petersburg, Russia, ORCID: <https://orcid.org/0009-0005-3674-492X>, e-mail: polinryst@gmail.com

Информация об авторах

Медина Бракамонте Наталья Анатольевна, кандидат педагогических наук, доцент кафедры педагогики и психологии образования, ФГБОУ ВО «Санкт-Петербургский государственный университет» (ФГБОУ ВО СПбГУ), г. Санкт-Петербург, Российская Федерация, ORCID: <https://orcid.org/0000-0002-0563-4542>, e-mail: b.medina@spbu.ru

Гофман Ольга Олеговна, кандидат психологических наук, доцент кафедры психологии труда и организационной психологии, ФГБОУ ВО «Санкт-Петербургский государственный университет» (ФГБОУ ВО СПбГУ), г. Санкт-Петербург, Российская Федерация, ORCID: <https://orcid.org/0000-0002-4750-5415>, e-mail: ms.gofman@mail.ru

Недошивина Мария Александровна, кандидат психологических наук, старший преподаватель кафедры социальной психологии, ФГБОУ ВО «Санкт-Петербургский государственный университет» (ФГБОУ ВО СПбГУ), г. Санкт-Петербург, Российская Федерация, ORCID: <https://orcid.org/0000-0001-7422-0055>, e-mail: nedoshivinama@gmail.com

Рыстакова Полина Алексеевна, студентка 4 курса по направлению «Клиническая психология», ФГБОУ ВО «Санкт-Петербургский государственный университет» (ФГБОУ ВО СПбГУ), г. Санкт-Петербург, Российская Федерация, ORCID: <https://orcid.org/0009-0005-3674-492X>, e-mail: polinryst@gmail.com

Получена 14.10.2024

Принята в печать 28.02.2025

Received 14.10.2024

Accepted 28.02.2025