

Vanyushkina L.M., *doctor of pedagogical sciences, associate professor, head of the department of art history at the Russian university of traditional art crafts, editor-in-chief of the online scientific publication "Traditional applied art and education", 191186, St. Petersburg, Griboyedov canal embankment, 2, lit. A, e-mail: nauka_vshni@mail.ru*

Tikhomirov S.A., *candidate of cultural studies, associate professor, vice-rector for research, associate professor of the department of art history at the Russian university of traditional art crafts, 191186, St. Petersburg, Griboyedov canal embankment, 2, lit. A, e-mail: nauka_vshni@mail.ru*

Specialized scholarly journal in the field of traditional art crafts: challenges and perspectives

Abstract. The article describes changes in the publishing and distribution of scientific journals in Russia over the last 15 years, identifying challenges faced by the editorial board of the online scientific journal "Traditional applied art and education". It is argued that one response to these challenges is the structuring of scientific articles in the IMRAD format. Advantages of this format and its applicability to manuscripts reporting research findings in the field of traditional art crafts and specialized professional education are analyzed. Recommendations for authors regarding the substantive content of sections in IMRAD-format articles are provided.

Keywords: scientific article, editorial and publishing activities, scientific journal, scientific publications, Traditional applied art and education, professional education in traditional art crafts, publications, IMRAD, structure of a scientific article, scientometric indicators.

Processes of preparing, publishing and distributing scientific journals in Russia are undergoing active transformation. Over the past few years, we have witnessed a rapid proliferation of open-access electronic journals and the associated shift in business models of publishing [5, p. 85; 18, p. 2S9]. Previously, most printed scientific journals were distributed by subscription, but since the 2010s, "the financial model of 'gold' open access became prevalent, which implies that article publication fees are covered by authors, sponsors, organizations or the government, and anyone worldwide can access the articles without restrictions" [1, p. 135].

Since the same period, the number of publications in journals indexed in international databases such as Web of Science and Scopus, along with citations to these publications, emerged as a key metric for assessing the performance of Russian scientific research. However, this indicator was subsequently abandoned due to the closure of access for Russian scientists to these databases by companies headquartered in countries deemed unfriendly to Russia.

However, familiarity with the operation of Web of Science and Scopus databases has not gone unnoticed in domestic publications. For instance, on the

RISC (Russian index of scientific citation) platform, metadata uploaded for scientific publications recently began recording the description of contributions (participation) of specific individuals in research according to the international CRediT (Contributor Roles Taxonomy) standard [14].

In 2022, work commenced on establishing a national system for evaluating the performance of scientific research and developments [13, p. 124] based on the Russian scientific journals platform (<https://rng.riep.ru>) and the National platform of periodical scientific publications.

Finally, over the past three years, discussions have arisen both domestically and globally regarding the possibilities, prospects and implications of using artificial intelligence (AI) in writing scientific and educational texts. There has been a noticeable shift from an outright banning stance to regulating the generation of AI-generated texts and the use of artificial intelligence.

On one hand, this makes the conversation about the future development of specialized scientific publications in Russia, initiated some time ago in this journal, timely [3]. On the other hand, it inevitably brings back the results of these deliberations to a new level several years later.

The peer-reviewed online scientific journal "Traditional applied art and education", published by the Russian university of traditional art crafts, positions itself as a platform for presenting research findings in the field of traditional art crafts and specialized professional education, hosting discussions and facilitating the broad exchange of scientific views and information about key scientific events, including artistic, creative and exhibition activities that are also considered part of the university's research agenda.

The journal serves as a strategic resource for the university in producing scientific knowledge, one of the key tools for scientific communication and a repository of the university's scientific heritage, accumulating in written form key ideas for the development of traditional art crafts and professional education in this field.

Compared to the metrics of 2018-2020 [3], there is observable positive dynamics in the scientometric indicators of the publication: in 2024, the Russian index of scientific citation (RISC) indexed 106 scientific articles (compared to 86 in 2020), the two-year RISC impact factor, considering citations from all sources, stands at 0.331 (compared to 0.247 in 2020); the average Hirsch index of the journal's authors has risen to 5.6 (compared to 3.3 in 2020).

A significant innovation has been the launch of an english-language version of the online scientific journal "Traditional applied art and education".

It is impossible not to agree with the opinion of participants in the XII International scientific-practical conference "International-level scientific publication – 2024: transformation and sustainable development", who stated that "scientific periodicals serve as a tool of scientific diplomacy" [17, p. 112]. These publications contribute to the reputation of the journal and the university as a whole, both qualitatively (promoting scientific ideas, results and achievements of the Russian university of traditional art crafts in the international arena) and quantitatively (impact on the university's scientometric indicators, particularly those

of individual employees – authors of the publication – due to wider readership reach).

Nonetheless, the rapidly changing and unpredictable world, along with swift transformations in the information environment, necessitate equally fast responses to the demands of the time. To stay relevant and sought-after, the journal must be responsive to innovations and flexibly adjust its editorial policies to ensure sustained reader engagement.

It is fair to say that "the goal of any journal is not only to produce a product in the form of a scientific article but also to ensure that these articles are read, cited and utilized" [18, p. 2S8]. Amid the information explosion – constant increases in the speed and volume of publications – a severe problem of information overload arises, leading to inflation in culture [15].

In today's context, the most precious resource for any researcher is time, which they spend, among other things, on reading scientific literature. Therefore, any scientific publication today cannot afford to have a weak or vague textual structure, abundant filler language or repetitive meanings that decrease readers' interest. Such a publication, even if it contains notable scientific results, is likely to go unnoticed by specialists or be read hastily and superficially.

The necessity for researchers to save and reallocate time spent on studying scientific sources leads to situations where specialists, when accessing a text, often intend to quickly familiarize themselves with the methodology and methods of research, obtained results or how these results are discussed, rather than reading the material in its entirety. This is either impossible or complicated in cases of poorly structured texts.

If large corporations have entire departments dedicated to standardizing and formatting materials (presentations, reports, etc.) submitted for approval by management, it is reasonable to extend this approach to how authors present their research findings to the scientific community.

Similarly, poor structuring of articles imposes extra burdens on editors and reviewers of scientific publications, who must search through the "author's" text for relevance, methodology, novelty, etc., often dispersed throughout the manuscript (though this does not imply that these components are missing).

The ambiguity of manuscript components prevents reviewers from formulating the clearest comments and suggestions, and authors, consequently, from addressing them and responding appropriately to reviewers and editors. This leads to an increase in rounds of reviews and additional workload.

A.A. Gabets provides statistics indicating that only "20% of scientists wish to act as reviewers" [4, p. 169] due to the length and labor-intensiveness of the process. Because of this, editorial boards of scientific journals develop checklists for reviewers and offer tabular templates for filling out reviews, aimed at making the analysis of incoming manuscripts more efficient and less time-consuming.

However, unclear manuscript structure limits the utility of these checklists, minimizing measures to alleviate the burden on reviewers and editors. This aspect is particularly important since "a high-quality scientific publication is ... a product created by an entire scientific team: authors, reviewers and editors" [18, p. 2S15].

Articles with free-form or "author-structured" layouts imply, on the one hand, a high level of professionalism in presenting research results, and on the other hand, "free-form" reviews with "author-structured" content, which can only be authored by reviewers with extensive experience.

The timeliness of the review process for incoming manuscripts and obtaining feedback from authors, especially when the journal has an english-language edition, is crucial. Given that planned publication schedules include time allotted for translation, switching to clearly structured manuscripts and structured reviews prepared using a checklist will help distribute the workload evenly among translators and reduce the risk of delays in releasing journal issues.

Another critical factor driving the need for a standardized article structure is the rapid development of artificial intelligence (AI). Initially, the academic community reacted with widespread prohibitions on the use of neural networks (2022–2023). Nowadays, however, most experts acknowledge the inevitability of "using artificial intelligence in the editorial and publishing process" [17, p. 115].

Over the past two years, there has been a noticeable shift from prohibition to regulation, with clear stipulations in local regulations of universities and scientific publishers specifying who, where, how and in which components of scientific research the use of neural networks is permitted, and in which cases the use of artificial intelligence is strictly prohibited (known as the "traffic light principle"). [25].

Research data indicate that artificial intelligence is increasingly used for searching literature, creating bibliographic reviews, gathering information, conducting preliminary analytics, generating annotations and translating into foreign languages [11, pp. 2S34-2S35]. Nevertheless, at these stages, a thorough analysis of generated AI data is essential, as instances of bibliographic descriptions of nonexistent scientific literature and errors in machine translations have been documented.

The low reliability of generated data, false content in the form of "hallucinations" or factoids, where artificial intelligence generates seemingly plausible but inaccurate information (for example, assertions that the Russian university of traditional art crafts has a branch in Rostov Velikiy) renders the use of neural networks unfeasible for revealing methodology and research methods, presenting and discussing research findings and identifying their theoretical and practical significance.

A clear structure of a scientific article will allow the journal's author guidelines to definitively specify segments where the use of artificial intelligence as an assistant for researchers, conditional on thorough verification and modification of received data, is potentially permissible (e.g., annotation creation and text translation) and where it is absolutely forbidden under any circumstances, serving as grounds for rejecting a manuscript.

Clarity and comprehensibility of the manuscript structure, in our view, can serve as a basis for honest, transparent and open use of artificial intelligence in conducting scientific research. Experts unanimously recommend that authors

specify "which linguistic neural network and for what purpose is used, where exactly and how it was applied" [6].

Additionally, the IMRAD structure is well-established in english-language scientific periodicals. The introduction of an english-language version of the online scientific journal "Traditional applied art and education" aims to make the results of specialized research "visible" to the english-speaking academic community. However, the maximum effect of this innovation will be achieved if the majority of articles conform to a structure familiar in the international community.

Research in the field of traditional art crafts and specialized professional education involves a significant amount of specialized terminology denoting technological processes or stages of creating works, their elements, etc. (e.g., "blikovka" in decorative painting, "vilyushka" in artistic lace making), unfamiliar to foreign researchers, making translated texts harder to understand. Structuring articles in the IMRAD format in the journal will make them more accessible to international audiences.

Thus, structuring manuscripts offers numerous advantages. The primary goal of structuring is to assist researchers in creating a coherent and convincing scientific text that is comprehensible to the broadest possible audience.

To counter objections that such structuring does not align with the national style of scientific thinking and is inherently alien to domestic science, it can be argued that writing articles according to a predefined universal structure, though perhaps unfamiliar, is an effective way to help authors present the results of their research. Authors of scientific papers have varying degrees of "writing experience", sometimes extensive and long-standing, sometimes quite limited. Writing scientific articles can be regarded as a technology that can be taught and learned, mastering not only the structure and logic of presenting material but also acquiring specific rhetorical formulas and techniques. With their assistance, authors can articulate their thoughts more clearly and simultaneously make them more accessible and understandable to readers. This can be achieved while successfully implementing the national style of scientific writing within the structure of the article, rather than outside it.

The IMRAD structure includes the following sections: introduction, materials & methods, results, discussion.

Введение (Introduction)

The introduction in a scientific article has structural similarities to the introduction of a dissertation submitted for a candidate's or doctor's degree. It specifies the scientific problem being solved (sets the research question), describes the relevance of the study (why it is important to conduct it here and now), defines its goal, formulates a hypothesis and evaluates the extent of scientific development of the problem.

In the Introduction, the following factors are specified, which set new directions for research inquiry: a) changes in the sociocultural context (pandemic and the need to study whether distance-learning forms can be applied for training future artists in traditional art crafts) [9]; b) institutional changes (integration of secondary vocational education institutions as affiliates, affecting institutional

policies across the university) [16]; c) unique research questions (creation of a clothing collection with artistic embroidery for an exhibition dedicated to Mayan civilization); d) existing contradictions (discrepancy between the need to "preserve and develop Mstyora lacquer miniature painting and insufficient preparation of contemporary artists capable of creating unique works of this art form") [23]; e) competing approaches to describing the investigated reality [20].

For this reason, in this section of the article, the author "negotiates" with the reader regarding the substantive content of key terms and concepts used in the article and "establishes a framework within which the search, selection and synthesis of literature will be conducted" [22, p. 8].

For researching the subject field of professional pedagogy in traditional art crafts, one of the most effective approaches seems to be constructivist, suggesting that "key categories and concepts are constructed during the research process itself, rather than existing as predetermined entities" [22, p. 9]. This explains why many studies develop and introduce refined definitions of concepts into scientific discourse ("legal culture of future artists in traditional artisanal crafts" [10], "legal literacy of future artists in traditional artisanal crafts", [10] etc.), whose definitions are determined by the essence and specifics of traditional artisanal crafts as a unique form of art. There exists a body of research introducing concepts whose content is defined by the essence and specifics of particular types of traditional art crafts (artistic embroidery [24], Kholuy lacquer miniature painting [2], etc.) as well as the sphere of educational activities of students (design, performing skills, etc.).

In other words, the subject field of professional pedagogy in traditional art crafts is adjusted, refined and supplemented as scientific research progresses.

It is important to note that the degree of scientific development of the problem in the Introduction is interesting to readers not as quotes or summaries but as an interpretation of what has already been done by researchers on the given topic. Excessive reliance on quotations in this section may indicate a lack of originality in the author's text, while paraphrase lacks analytical depth. Instead, interpreting reviewed sources allows demonstration of competitive approaches to the subject of research, definitions of terms and concepts, and the scientific, cultural, pedagogical and artistic factors that frame the research context. Finally, it clarifies what has already been done to address the stated scientific problem and what requires reconsideration.

Materials and methods

This section is dedicated to describing the procedure of the study, its methodology, and the tools used (sometimes referred to as the "research design" by specialists [7]). Naturally, the section does not involve mechanical listing of a generally stable registry of methods characteristic of each specific discipline (in our case, professional pedagogy). Rather, it specifies what was studied, measured, recorded and analyzed, with the expectation that the rest of the article will contain references to how the author applied these methods and worked with the materials.

Transparency of the methods used by the author, both for the author and the reader, is fundamentally important because it eliminates unsupported statements and generic claims. This comparatively short section of the manuscript is crucial since

"the author's background knowledge may not coincide with that of potential readers" [21, p. 7]. If readers, due to unclear, imprecise or opaque descriptions of the research tools, have to guess how the study was conducted, this raises doubts about the validity of the results with a high probability [21, p. 7].

Thus, the "Materials and methods" section allows the reader to understand the methodological construction of the study.

It is worth noting that researchers at the Russian university of traditional art crafts have a significant advantage when writing this section. Most university scientists have extensive teaching experience, giving them access to virtually the entire repertoire of empirical methods for pedagogical research: analysis of teaching documentation, analysis of student learning outcomes, interview data, survey results, observations, etc., spanning a lengthy period (over 20 years).

Moreover, the branches of the Russian university of traditional art crafts house a significant quantity of archival documents: orders, curricula, diplomas, personal files, records, certificates, letters of gratitude, etc., which are invaluable for historical-pedagogical research. The results of such scientific investigations by O.V. Fedotova are published in this issue of the journal.

Results

In this section, the obtained results are stated (but not discussed in detail), and, if necessary, visualized in tables, graphs, diagrams, etc. Typically, this section is not too extensive in volume but possesses maximum originality and scientific significance [12, p. 154].

Clear, straightforward and transparent presentation of the scientific results achieved by the author(s) helps make them as "visible" as possible to readers and avoids the occurrence of so-called "excessive" publications, where the same result is spread across multiple texts.

In this section, key results are specified, but secondary or unexpected results (if any) may also be included, ensuring a rigid semantic connection with the hypothesis and research goal established in the Introduction.

Negative results (if any) obtained during the study are also reported in this section: negative experimental results are normal in science, as emphasized during the Discussion forum of the Russian academy of education held on December 17, 2024, in Moscow [8]. Experts noted that authors' persistent pursuit of always achieving positive results might indicate attempts to "tweak" research outcomes [8].

Discussion

This section of the manuscript requires the closest scrutiny because the discussion (not repetition) and embedding of new scientific findings into the context of existing knowledge (comparison with previous research data) are of interest not only to specialists in the field but also to a much broader audience [21, p. 7].

As noted by E.V. Tikhonova, the purpose of this section "lies in interpreting and explaining the significance of the presented research findings, shedding light on the current state of knowledge regarding the stated problem and explicating new aspects derived from the obtained results" [21, p. 6].

The obtained results are situated within the scientific output of a specific researcher, the scientific-pedagogical school of V.F. Maksimovich [9], the research

activities of the university (Russian university of traditional art crafts), the specific field of study (professional education in traditional art crafts), and the unique forms of this art, as well as the specific discipline (professional pedagogy) and related fields (art studies, sociology, cultural studies, etc.).

Thus, asynchronous scientific communication is realized in this section: the author or author collective compares the obtained results with those previously achieved by other researchers, debating, polemicizing and highlighting their novelty.

It is logical that the review of existing scientific literature from the "Introduction" is further elaborated in the "Discussion" section, as the author agrees or disagrees with the findings and opinions of researchers who dealt with similar problems. Any discrepancies between the circle of sources referenced in the Introduction and the Discussion result in double work for the author, increase the risk of including irrelevant or unrelated sources in the discussion and essentially break the closed circular structure of data presentation in the article.

The IMRAD format is often visualized as an hourglass: "broad at the top and bottom and narrow in the middle – it implies presenting research materials starting with a broader, easily understood context for the reader, narrowing the focus in the central part of the narrative to the most specific, i.e., the article's result and returning again to more general questions and implications. The part on which all other elements depend is the result" [12, p. 152].

From the author, the "Discussion" section requires maximum systematicity and impeccable logic in presenting the material, as well as the realization of skills in justification, argumentation, persuasion and explanation. The embodiment of these skills in the text is fundamentally important because the information presented in this part of the manuscript will, after publication, be agreed upon or contested by potential authors of future articles on the same topic.

Thus, asynchronous communication in a scientific article proceeds along two vectors: the author communicates with researchers who have previously studied the corresponding problematics; simultaneously, the results obtained by the author and their discussion serve as an impulse and foundation for future scientific dialogues. For the dialogue to occur, the "Discussion" section must provide a maximally complete, clear and structured representation of what was done during the research (without indulging in vague generalizations).

In addition, the section presents the *theoretical significance* of the obtained results (in our case, for professional pedagogy in traditional art crafts) and demonstrates how they can be applied (*practical significance*).

Despite the fairly clear structure of the section, readers find the "human dimension" of discussing research results intriguing – for example, if the results turned out unexpectedly compared to the initial hypothesis. Creating works of traditional art crafts is associated with the emergence of unforeseen effects that are not always predictable in the research hypothesis. As an illustration, consider the creation of an experimental sample with bone and wood inlay at the bone-carving workshop named after N.D. Butorin of the Russian university of traditional art crafts in the 2024/25 academic year, during which bleached heel bones unintentionally acquired a yellow tint. Such unplanned effects set new vectors for discussing

research results (investigation of staining reasons and restoration of the bone's white color), hence an interesting move for the "Discussion" section could be describing the technological and pedagogical overcoming of emergent issues.

An unexpected result, such as spontaneous bone discoloration, is not necessarily negative (since the inlay was completed), but it calls for reflection, interpretation and, in some cases, adjustment of the research focus.

Recording the *limitations of the study* in the "Discussion" section helps anticipate questions that may arise from readers and preempt potential criticisms. For example, the pedagogical model of teaching content for Mstyora lacquer miniature painting applies only to training artists in this specific art form. However, with modifications and adaptations, components of the model could be applied to creating teaching content for Kholuy and Palekh lacquer miniature painting as independent forms of traditional art crafts.

The "Discussion" section concludes with *conclusions* that do not merely repeat the obtained results but summarize and generalize them, synthesizing the discussions in a way that allows readers – whether they are scholars in the specific field, students, graduate students, or representatives of related scientific disciplines – to understand and remember them. Thus, readers expect the conclusions to be succinct, clear and focused on the key ideas of the article, avoiding vague statements, repetitions or tangential thoughts unrelated to the core concepts.

Summing up, a well-structured article following the IMRAD format convinces the reader more effectively of the reliability, novelty, theoretical and practical value of the research findings compared to weakly structured texts. The article structure assists less-experienced authors in enhancing the effectiveness of presenting research results and improves argumentation through characteristic "rhetorical devices" [21, p. 8] for each section, making it more substantial and comprehensible. The IMRAD format sets the main narrative line in the article, helping to make the storyline not only more coherent and logical but also preventing essay-style digressions and chaos in the text.

In September 2025, the Russian university of traditional art crafts launched continuing education courses titled "Professional development of researchers in traditional art crafts and specialized professional education" at the institute of traditional applied art for academic and teaching staff from affiliated branches. One of the key objectives of these courses is to demonstrate the advantages of the IMRAD structure and train colleagues to write texts in this format. This article serves as a supportive tool for the course content.

Effectively, an experiment has been initiated to apply the IMRAD structure when authors compose scientific texts for the journal specializing in traditional art crafts and professional education in this field.

Authors plan to collect, analyze, summarize and present the results of this experiment to the readership in future issues of the journal.

References

1. Balyakina E. A. Nauchny'e zhurnaly` v Rossii : kto dolzhen finansirovat` ix izdanie? / U. A. Balyakina, O. V. Tret`yakova. – Tekst : e`lektronny`j // Nauchny`j

redaktor i izdatel'. – Moskva, 2024. – № 9 (2). – S. 134-151. – DOI 10.24069/SEP-24-27. – URL: <https://www.scieditor.ru/jour/article/download/424/288> (data obrashheniya: 23.09.2025)

2. Besshaposhnikova Yu. A. Xudozhestvenno-texnologicheskoe sodержanie vy'sshego obrazovaniya v xolujskoj lakovoj miniatyurnoj zhivopisi na pap'e-mashe : special'nost' 13.00.08 «Teoriya i metodika professional'nogo obrazovaniya» : avtoreferat dissertacii na soiskanie uchenoj stepeni kandidata pedagogicheskix nauk / Besshaposhnikova Yuliya Avengerovna; [Mesto zashhity': Vy'sshaya shkola narodny'x iskusstv]. – Sankt-Peterburg, 2015. – 23 s. – URL: <https://www.vshni.ru/doc/disbesshaposhnikovaa.pdf> (data obrashheniya: 23.09.2025). – Tekst : e'lektronny'j.

3. Vanyushkina L. M. Strategiya razvitiya setevogo nauchnogo izdaniya «Tradicionnoe prikladnoe iskusstvo i obrazovanie»: problemy i perspektivy' / L. M. Vanyushkina. – Tekst : e'lektronny'j // Tradicionnoe prikladnoe iskusstvo i obrazovanie : e'lektronny'j zhurnal. – Sankt-Peterburg, 2021. – № 1 (36). – S. 101-108. – DOI 10.24412/2619-1504-2021-1-100-107 – EDN: GEBDEG. – URL: http://dpio.ru/stat/2021_1/2021-01-13.pdf (data obrashheniya: 23.09.2025).

4. Gabecz A. A. Recenzirovanie: svoboda tvorchestva ili strogost' protokola? / A. A. Gabecz. – Tekst : e'lektronny'j // Nauchny'j redaktor i izdatel'. – Moskva, 2024. – № 9 (2). – S. 168–178. – DOI 10.24069/SEP-24-23. – URL: <https://www.scieditor.ru/jour/article/view/425> (data obrashheniya: 23.09.2025)

5. Gureev V. N. Ocenka predstavlenosti i indeksacii rossijskix nauchny'x zhurnalov v Web of Science Core Collection / V. N. Gureev, O. V. Kirillova, N. A. Mazov. – Tekst : e'lektronny'j // Nauchny'j redaktor i izdatel'. – Moskva, 2023. – № 8 (2). – S. 84-98. – DOI 10.24069/SEP-23-20. – URL: https://www.scieditor.ru/jour/article/view/365/0?locale=ru_RU (data obrashheniya: 23.09.2025).

6. Dem'yanecz M. V. Pravovy'e podxody k ispol'zovaniyu II v nauchnoj redakcionno-izdatel'skoj deyatel'nosti. Prezentaciya / M. V. Dem'yanecz. – Tekst : e'lektronny'j // Akademiya ANRI : sajt. – URL: https://rassep.ru/upload/iblock/f2d/2u4c7vrt08dzsmx7rjih8gg6ylw90x5e/Demyanets_II.pdf (data obrashheniya: 23.09.2025).

7. Dizajn issledovaniya : uchebnoe posobie / avtor-sostavitel' G. F. Biktagirova. – Kazan' : Otechestvo , 2017. – 116 s. – ISBN 978-5-9222-1186-4. – Tekst : neposredstvenny'j.

8. Diskussionnaya ploshhadka RAO // Rossijskaya akademiya obrazovaniya. – URL: <https://rutube.ru/video/ad7f620918883da3c57df134521a4ae7/> (data obrashheniya: 20.09.2025). – Izobrazhenie (dvizhushheesya ; trexmernoe) : video.

9. Dronov D. S. Vozmozhno li distancionnoe obuchenie v yuvelirnom iskusstve? / D. S. Dronov, N. D. Dronova. – Tekst : e'lektronny'j // Tradicionnoe prikladnoe iskusstvo i obrazovanie : e'lektronny'j zhurnal. – Sankt-Peterburg, 2021. – № 2 (37). – S. 142-153. – DOI 10.24412/2619-1504-2021-2-142-153. – URL: https://dpio.ru/stat/2021_2/2021-02-16.pdf

10. Erakina E. A. Soderzhanie pravovoj podgotovki budushhix xudozhnikov tradicionny`x xudozhestvenny`x promy`slov v vy`sshem obrazovanii : special`nost` 5.8.7 «Metodologiya i texnologiya professional`nogo obrazovaniya» : dissertaciya na soiskanie uchenoj stepeni kandidata pedagogicheskix nauk / Erakina Elena Aleksandrovna; [Mesto zashhity`: Vy`sshaya shkola narodny`x iskusstv. – Sankt-Peterburg, 2023. – 238 s. – URL: <https://www.vshni.ru/doc/dis/diserakinaea.pdf> (data obrashheniya: 17.09.2025). – Tekst : e`lektronny`j.

11. Zashixina I. M. Nauchny`e publikacii i bol`shie yazy`kovy`e modeli: pojmet li nejroset` rossijskuyu nauku? / Zashixina I. M. – Tekst : e`lektronny`j // Nauchny`j redaktor i izdatel`. – 2024 – № 9 (1 Suppl. 2). – S. 2S31–2S46. – DOI 10.24069/SEP-24-11. – URL: <https://www.scieditor.ru/jour/article/view/413> (data obrashheniya: 23.09.2025) –

12. Zashixina I. M. Format nauchny`x publikacij IMRAD dlya social`no gumanitarny`x issledovanij: shans by`t` usly`shanny`m / I. M. Zashixina, O. V. Pechinkina. – Tekst : neposredstvenny`j // Vy`sshee obrazovanie v Rossii. – Moskva, 2022. – T. 31, № 10. – S. 150-168. – DOI 10.31992/0869-3617-2022-31-10-150-168 – EDN: JZRZLD.

13. Kirillova O. V. Ob izmeneniyax v gosudarstvennoj nauchno-publikacionnoj politike, «Belom spiske» i perspektivax razvitiya rossijskix nauchny`x zhurnalov / O. V. Kirillova. – Tekst : e`lektronny`j // Nauchny`j redaktor i izdatel`. – Moskva, 2024. – № 9 (2). – S. 124-133. – DOI 10.24069/SEP-24-22. – URL: <https://www.scieditor.ru/jour/article/view/426> (data obrashheniya: 23.09.2025)

14. Kochetkov D. M. Contributorship Collaboration: perevod taksonomii CrediT na russkij yazy`k / D. M. Kochetkov, N. G. Popova, I. A. Kochetkova. – Tekst : e`lektronny`j // Nauchny`j redaktor i izdatel`. – Moskva, 2024. – № 9 (1). – S. 38-43. – DOI 10.24069/SEP-24-09. – URL: <https://www.scieditor.ru/jour/article/view/404> (data obrashheniya: 23.09.2025).

15. Lem S. Summa texnologii / S. Lem. – Moskva : Mir, 1968. – 608 s. – Tekst : neposredstvenny`j.

16. Maksimovich V. F. Problemy` professional`nogo obrazovaniya v oblasti narodny`x xudozhestvenny`x promy`slov i puti ix resheniya / V. F. Maksimovich. – Tekst : e`lektronny`j // Tradicionnoe prikladnoe iskusstvo i obrazovanie : e`lektronny`j zhurnal. – Sankt-Peterburg, 2011. – №1. – S. 1-6. – EDN: ZXWIYR. – URL: <https://dpio.ru/stat/Maksimovich.doc> (data obrashheniya: 23.09.2025).

17. Rezolyuciya 12-j Mezhdunarodnoj nauchno-prakticheskoy konferencii «Nauchnoe izdanie mezhdunarodnogo urovnya – 2024: transformaciya i ustojchivoe razvitie», 21–24 maya 2024 g., g. Kaliningrad. – Tekst : e`lektronny`j // Nauchny`j redaktor i izdatel`. – Moskva, 2024. – № 9 (1). – S. 111-118 – DOI 10.24069/SEP-24-16. – URL: <https://www.scieditor.ru/jour/article/view/409>

18. Rodionova Yu. V. Formirovanie ustojchivoj uporyadochennoj infrastruktury` medicinskix recenziruemy`x zhurnalov v Rossii: mnenie po probleme / Yu. V. Rodionova. – Tekst : e`lektronny`j // Nauchny`j redaktor i izdatel`. – Moskva, 2024. – № 9 (1 Suppl. 2). – S. 2S6-2S18. – DOI 10.24069/SEP-24-15. – URL:

https://www.scieditor.ru/jour/article/view/411/278?locale=ru_RU (data obrashheniya: 23.09.2025).

19. Tixomirov S. A. Mesto i rol' nauchno-pedagogicheskoy shkoly' V. F. Maksimovich v landshafte otechestvennoj nauki / S. A. Tixomirov. – Tekst : neposredstvenny'j // Nauchny'e shkoly' kak osnova razvitiya nauki. Sbornik nauchny'x trudov mezhdunarodnoj nauchno-prakticheskoy konferencii, posvyashhennoj 300-letiyu RAN. – Novosibirsk : Novosibirskij gosudarstvenny'j pedagogicheskij universitet, 2024. – S. 265-270. – ISBN: 978-5-00226-107-9 – EDN: LQSDFT.

20. Tixomirov S. A. Fol'klor : podxody' k izucheniyu, smy'sly', istoricheskaya dinamika / S. A. Tixomirov. – Tekst : neposredstvenny'j // Voprosy' kul'turologii. – Moskva, 2023. – № 8. – S. 653-664.

21. Tixonova E. V. Obsuzhdenie poluchenny'x rezul'tatov v original'nom issledovanii: ritoricheskie shagi i ix voploshhenie / E. V. Tixomirov. – Tekst : e'lektronny'j // Nauchny'j redaktor i izdatel'. – Moskva, 2024. – 9 (1). – S. 6-37. – DOI 10.24069/SEP-24-14. – URL: <https://www.scieditor.ru/jour/issue/viewIssue/23/22>. (data obrashheniya: 20.09.2025).

22. Tixonova E. V. E'ffektivnoe vvedenie k obzoru predmetnogo polya: ot teoreticheskoy modeli k prakticheskomu primeneniyu / E. V. Tixonova, M. A. Kosy'cheva. – Tekst : e'lektronny'j // Nauchny'j redaktor i izdatel'. – Moskva, 2025. – № 1 (10). – S. 6-31. – DOI 10.24069/SEP-25-39. – URL: https://www.scieditor.ru/jour/article/view/459?locale=ru_RU (data obrashheniya: 21.09.2025).

23. Ukolova Yu. I. Soderzhanie vy'sshego obrazovaniya v oblasti mstyorskoy lakovoj miniatyurnoj zhivopisi : special'nost' 5.8.7 «Metodologiya i texnologiya professional'nogo obrazovaniya» : avtoreferat dissertacii na soiskanie uchenoj stepeni kandidata pedagogicheskix nauk / Ukolova Yuliya Igorevna; [Mesto zashhity': Vy'sshaya shkola narodny'x iskusstv. – Sankt-Peterburg, 2024. – 22 s. – URL: <http://www.vshni.ru/doc/dis/disavtukolovayui.pdf> (data obrashheniya: 17.09.2025). – Tekst : e'lektronny'j.

24. Shveczova O. V. Soderzhanie obucheniya ispolnitel'skomu masterstvu xudozhestvennoj vy'shivki v srednem professional'nom obrazovanii : special'nost' 5.8.7 «Metodologiya i texnologiya professional'nogo obrazovaniya» : avtoreferat dissertacii na soiskanie uchenoj stepeni kandidata pedagogicheskix nauk / Shveczova Ol'ga Viktorovna; [Mesto zashhity': Vy'sshaya shkola narodny'x iskusstv]. – Sankt-Peterburg, 2022. – 29 s. – URL: <https://www.vshni.ru/doc/dis/disavtshvecovaov.pdf> (data obrashheniya: 17.09.2025). – Tekst : e'lektronny'j.

25. Shevchuk A. II v studencheskix rabotax : mezhdru innovaciyami i zapretami. Mirovoj opyt' / A. Shevchuk. – Tekst : e'lektronny'j // Generativny'j II v diplomny'x rabotax : pervy'j opyt' regulirovaniya i kontrolya : krugly'j stol online : vebinar / Antiplagiat. – URL: <https://antiplagiat.ru/webinar/2025-05-27/> (data obrashheniya: 23.09.2025). – Izobrazhenie (dvizhushheesya ; trexmerno) : video.