

Jiang Guannan

THE DEVELOPMENT OF SELF-EDUCATIONAL ACTIVITIES IN CHINA

The article discusses the development of self-educational activities in China from ancient times to the present, and argues its relevance at the present time.

After World War II, a Soviet model of education existed in China with the dominant role of a teacher. But in the educational sphere of the country there were already young scientists and teachers who had different foreign experience and brought new methods to training. The PRC has already begun to use the methods of self-educational activity according to the Dalton Plan model, but the events of the cultural revolution prevented this. The country completely abandoned education, the importance of knowledge was denied, and the uselessness of teachers was promoted.

With the end of the cultural revolution in 1977, the system of entrance exams to universities in the country was restored, and in 1981 the State Exam System for Self-Learning was created, which is the world's largest system of open education and is based on individual self-education.

Also, the Dalton Plan returned to the focus of Chinese teachers, private schools appeared that worked according to the Dalton Plan method in line with self-educational activities.

The reform of education in 2001 led to the creation of an “independent, collaborative and interesting” approach to learning. The Shenben system, as a concept of modern Chinese education, is based on respect for students' own values, upholds students' opinions, and also stimulates them with real results of their own educational activities.

Informatization of education also contributes to self-educational activities and opens up new opportunities for students.

Keywords: *self-educational activity, the system of the State exam for self-learning in China, the Shenben system, Dalton plan, video courses, video lesson, online training.*

Olga M. Shevchenko

THE FORMATION OF LINGUISTIC COMPETENCE IN NATIVE AND FOREIGN PRACTICE

Teaching foreign languages is naturally focused on the formation of students' competencies: several common basic ones for the professional development of any qualified specialist in the world community (socio-political, informational, socio-cultural) and communicative, which is regarded as super-objective for the formation of all other competencies and consists in readiness for interpersonal communication with representatives of other cultures.

However, the analysis of approaches of Russian and foreign researchers to the description of the essence, structure and content of foreign language communicative competence reveals some discrepancies.

Most scientists agree on the multicomponent structure of foreign language communicative competence that has such a key component as language (linguistic or grammatical in some studies) competence, as well as some other subcompetencies, but a common opinion about the structure, as well as the definition of the term “foreign language communicative competence” has not yet been developed.

Despite a large number of studies, the aspects of evaluating the components of foreign language communicative competence (linguistic competence, in particular) remain ignored, as

well as the use of the technology of criteria assessment in the International baccalaureate system to determine the level of formation of this competence in order to increase the motivation of students, develop their level of critical thinking, self-control and self-regulation skills when teaching foreign languages.

The conducted analysis suggests that in teaching a foreign language, linguistic (language) competence is the most important and predominant, and the school is ready to form this component in the educational process by means of learning a foreign language while maintaining the natural language environment of students and teachers, the way it is implemented in International baccalaureate schools.

Keywords: *communicative competence, linguistic competence, International Baccalaureate, subcompetence, assessment of linguistic competence.*

Alexey M. Sivinskiy

KAZAKHSTAN MODEL OF ORGANIZATION POLYCULTURAL EDUCATIONAL ENVIRONMENT (ON THE EXAMPLE OF A SCHOOL FOR CHILDREN WITH HEARING IMPAIRMENTS)

In this article, the author describes the model of organization of a multicultural educational environment in the Republic of Kazakhstan. The purpose of the article is to consider the features and principles of the functioning of such a model, to study its practical implementation in an educational organization using the example of a school for children with hearing impairments. The issues of sociocultural, linguistic and educational policy of the Republic of Kazakhstan, which legislatively enshrines the principle of multiculturalism in the state system of training and education, are being updated, thus creating a special socio-pedagogical model. Its historical premises, principles of creation and functioning are scientifically substantiated. By analyzing relevant literary and online information sources, a number of principles are identified on which the modern Kazakhstani multicultural educational environment is based, which determine its integrity and effectiveness. Considering the issue he addresses through the prism of special education, the author assesses the depth of penetration of the principle of multiculturalism into the system of training and education. Citing specific examples from his own teaching practice, the author reveals the features of the Kazakh sociocultural phenomenon, its positive impact on the educational process in secondary schools and correctional schools.

Keywords: *multicultural educational environment, children with hearing impairment, Kazakhstan, educational model, multinationality, interethnic interaction, special education.*

Oksana V. Strizhak

THEATRICALIZATION IN EDUCATION: HISTORY OF THE ISSUE

Abstract. Introduction: the article considers the educational potential of theatricalization in the work with school students.

Purpose of the article: the role of theatricalization in the formation of child-adult co-existence as a place of dialogue between adults and children is revealed.

The following issues are considered: the tasks of education at the moment, the appeal to socio-humanitarian practice as a significant condition for the formation of beliefs and values of students.

Results: the article presents a historical view on the issues of theatricalization in education as a dialogue between the past and the present. Conclusions: uncovers the relevance of the ideas of the past for modern socio-cultural practices in education.

Keywords: *education, theater, theatricalization, dialogue, child-adult community, co-existence.*

Rasim Balakishi ogly Safarov

PEDAGOGICAL SUPPORT IN THE ACTIVITIES OF THE OFFICER-TEACHER OF THE CADET CLASS

The aim of this article is to open the content of the activity of an officer-teacher of a cadet class in the context of pedagogical support. The author, on the example of practical application of the observation method, introduces the technical term "amplitude behavior", which requires a special activity of the educator in its solution, the realization of pedagogical support. Using the examples of everyday work of officers, the author analyzes the possibility of applying the army experience in the school environment and the realization of pedagogical support in particular. The officer-educator has got some requirements for the successful activity in his work with children.

Keywords: *cadet education, officer-educator, pupils, education, supervision, pedagogical support, amplitude behavior.*

Mikhail R. Nasyrov

PEDAGOGICAL SITUATIONS IN SPORTS ACTIVITIES AS A MEANS OF EDUCATING RESPONSIBILITY IN ADOLESCENTS

The article discusses the possibilities of educating adolescents in sports using the example of boxing, proposes a methodology for creating educational situations that ensure the formation of adolescents' responsibility as a moral quality, and shows approaches to educating adolescents with different levels of moral development.

Keywords: *sports activity, educational situations, responsibility, educational strategies.*

Veronika A. Gribanova

RESULTS OF THE SURVEY OF STUDENTS ON THEIR ATTITUDE TO THE POLITICAL AND PUBLIC LIFE OF THE COUNTRY

The article considers the problem of developing creative civic activity of student youth. Documents and materials reflecting the relevance of the development of civic activity of young people are indicated. The results of the study conducted at the site of the Taganrog Institute named after A. P. Chekhov (branch) of the Russian State Economic University (RINH) to determine the state of the practice of developing the civic activity of student youth in higher school, the attitude

of students to the political and social life of the country are described. It was revealed that young people are generally interested in political events that take place in Russia, show their civil-political literacy (for the most part they are familiar with the Constitution of the Russian Federation, the state emblem, the anthem of the Russian Federation, etc.), have a positive attitude to public work and perceive it in the majority as “an opportunity to benefit people”. However, it is noted that there is no awareness of personal responsibility for the fate of their homeland, a sense of pride in their country, the interests of a person, rather than society and the state, are prioritized, not everyone considers themselves a civic active person and generally note the low level of national consciousness of Russians. Priority direction of educational work of higher school, focused on involvement of young people in creative forms of civic participation, development of skills of socially significant activity, laying of understanding of responsibility for fate of the country, informed readiness for constructive socially useful actions and actions, is outlined. These positions made it possible to shift pedagogical emphasis and apply them in the course of practical work: emphasis was placed on the formation of personal responsibility among students in the process of performing public activities, shifting priorities towards actions of a civil (and not political) nature, involving youth in creative forms of civic participation. During the school year, programs such as “I am Leader” the School of Public Action (a week-long course with immersion and further support), and personal growth training were modernized and introduced. According to the results of the experiment and observation, it was possible to indicate an increase in personal activity and civil responsibility among students.

Keywords: *civic activity, creative activity, student youth, higher school, research, education.*

Elena A. Gadzhieva

PREPARATION OF BACHELORS ON VISUALIZATION TO EDUCATIONAL INFORMATION ON BASIS INFORMATIVE-CARTOGRAPHIC APPROACH

The article presents the results of the author's research devoted to the development and implementation in the educational process of professional training of the information-cartographic approach (ICP) for the visualization of educational information by means of graphics. It is obvious that each science, each profession “has its own information”, respectively, its own methods and techniques for working with it. The approach includes the content, methodology, methods and techniques of training students in visualization and relies on the fundamental concepts of cartography and infographics: the “consumer — map — situation” triad, generalization, clarity and others. In this case, the integrator is the phenomenon of a graphic image, the understanding and development of which contributes to the development of spatial thinking, creativity, and communication skills of students. The article shows the psychological and pedagogical significance of the approach. Based on the anthropological model of the correlation of the processes of development, formation and formation of a person, developed by Professor A. A. Ostapenko, it is shown that professional development is inextricably linked with the development of personality. Accordingly, the process of development of a bachelor's degree, which involves the development of an information-cartographic approach, thereby increasing knowledge, leads to the expansion of the existing ones, systematizes them, increases the horizon of mental activity and thereby contributes to the formation of a professional personality. This process, which consists of three interrelated stages, three stages of growth: propaedeutic, activity and creative educational research, has been introduced at the Leningrad State University named after A. S. Pushkin at the Faculty of Natural Sciences, Geography and Tourism.

Keywords: *visualization of educational information, grapheme, grafting, information cartographic approach, cartography, professional development, personal development*

Maria V. Karelina

PRINCIPLES OF PROFESSIONAL DEVELOPMENT TRAINING OF PERSONNEL FOR THE RAILWAY INDUSTRY IN MODERN CONDITIONS

Introduction. The development of scientific and technical innovations in many areas of public life, causes the need for employers to change the requirements for the principles of organization of training, including for future employees of the transport industry.

Purpose of article. To formulate the basic principles of improving professional training of personnel that ensure the functioning of railway transport in the conditions of using real and virtual Autonomous equipment and devices that operate on the basis of artificial intelligence technologies and robotic complexes.

Research methodology and methods. The research is carried out on the basis of theoretical research methods.

Research result. Basic principles of professional training of students of transport higher education entities involved: with the professional orientation of training; with a combined representation of the contents of educational information; structuring the content of educational material; preparing students to modern achievements of scientific-technical progress in the field of artificial intelligence and robotics; ensuring information security of the individual against a large amount of information; to prevent possible negative consequences of using real and virtual Autonomous equipment and devices that operate on the basis of artificial intelligence technologies and robotic complexes; to create a digital educational environment as a set of software, methodological and technological conditions that ensure information interaction between participants in the educational process with interactive technological tools and devices

Conclusion. The principles of professional training presented in this paper will allow us to improve the system of professional training in transport universities and to think more carefully about the organizational forms, content and methods of teaching students.

Keywords: *Principles of improvement, real and virtual equipment, artificial intelligence technologies, training of students.*

Elena V. Lomteva, Larisa Yu. Bedareva

REGIONAL PECULIARITIES OF EMPLOYMENT OF GRADUATES OF VOCATIONAL EDUCATIONAL ORGANIZATIONS

Higher education has always been a priority for school graduates, although a diploma has nothing to do with the knowledge and practical skills of university graduates. Higher education, first of all, involves a large component of theoretical knowledge. With the introduction of the demonstration exam as a form of state final certification and preparation for the championships of professional excellence, practical training in the secondary vocational education system, more and more time is allocated. Therefore, young people who are aimed specifically at the possibility of successful employment choose a system of open source software after graduating from the 9th grade. Having found jobs after completing studies in professional educational organizations, they

continue their studies in higher education organizations, usually in part-time or part-time forms of study. This article discusses the regional characteristics of the employment of graduates of the secondary vocational education system, as well as the migration flows of young people employed in the first year after graduation. Particular attention is paid to youth employment in megacities such as Moscow and St. Petersburg, which are the center of attraction for graduates of professional educational organizations in neighboring regions who prefer to leave their regions with the prospect of better employment. The authors of the article present calculated data characterizing the share of secondary vocational education graduates who left their region to Moscow and St. Petersburg regarding the total number of those who left the region, which indicates the spatial unevenness of the ACT system and the specific socio-economic situation of the regions, which must be taken into account when forming check digits of the reception. The article was written on the basis of the RANEPА state assignment research programme.

Keywords: *monitoring, secondary vocational education, employment, need for personnel, requirement of employers, labor market.*

Lyudmila S. Dubovaya, Anastasia A. Davydenko

MENTORING AS A RESOURCE FOR PROFESSIONAL DEVELOPMENT OF MANAGERS OF SCHOOLS WITH LOW LEARNING OUTCOMES AND SCHOOLS OPERATING IN UNFAVORABLE SOCIAL CONDITIONS

Improving the effectiveness of management of educational organizations within the framework of achieving the targets of the state policy in the field of education is the main task facing the heads of educational organizations, and especially the heads of schools with low learning outcomes and schools operating in unfavorable social conditions (hereinafter the schools of the study group). Therefore, the development of professional competencies of teachers and managers in the context of the implementation of priority areas of education development in the Russian Federation is particularly relevant. The article presents a study on the problem of continuous professional development of school teaching teams in the framework of network professional interaction. The expediency of using mentoring as a resource for professional development of school managers in the study group is justified. Mentoring of school managers in the study group will allow the most effective use of the available human resources and improve the efficiency of management of General education organizations.

Keywords: *managers, mentoring, mentor, mentee, school functioning in unfavorable social conditions.*

Sergey S. Oganessian, Tarim A. Khaadi

FACTORS OF THE FORMATION OF INTERETHNIC AND INTERFAITH TOLERANCE IN THE EDUCATION SYSTEM OF THE KAZAN KHANATE XV–XVI BB.

The article discusses factors which contributed to the formation of interethnic and interfaith tolerance in the education system of the Kazan Khanate. Among the most important of them are called the religious worldview, religious culture and art, as well as the socio-economic and geopolitical conditions of life of Muslim Tatars. For, firstly, tolerance for the spiritual views and

other ethnic groups that are characteristic of the Qur'an served as the foundation for the formation of a tolerant attitude not only to ethnic groups and peoples with Christian and Jewish faiths, as to people who believe in the One God, but also to those who continued to profess paganism. Secondly, a special role in a tolerant attitude towards foreigners played close economic and political ties free of the feudal rights of Tatars with representatives of many other countries. Despite the dogmatism and scholasticism inherent in the educational systems of the entire medieval world, the educational institutions of the Kazan Khanate tried to reflect the advanced scientific achievements of their time in educational institutions of various types and levels.

Keywords: *education system, tolerance, Islam, tatars, geopolitics, Kazan Khanate.*

Alexey S. Plotnikov

EUROPEAN GENDER TRADITION IN THE CONTEXT OF THE GENESIS OF GENDER APPROACH IN RUSSIAN PEDAGOGY AT THE TURN THE XIX–XX CENTURIES

The article considers the question of the genesis of the gender approach in foreign and domestic pedagogy at the turn of the XIX–XX centuries. Material is presented testifying to the role and significance of the gender theme in the history of pedagogy. A comparative analysis of the study of gender theory from the point of view of a unified world-historical process in European and domestic pedagogy is carried out. In the course of the analysis, the concept of “gender” and its characteristics were determined, the genesis of the gender approach in pedagogy, the formation of its structure, characteristics, content, forms, factors of gender determination, forms of training, and gender technologies were examined. An assessment of gender concepts and approaches to their study in foreign and domestic pedagogy is made. The priority of Russian pedagogy in the development of certain provisions of gender theory is proved. The state of international relations at the turn of the XIX–XX centuries is determined in the context of the issue under consideration.

Keywords: *gender, gender approach in pedagogy, genesis of gender approach in pedagogy, gender paradigm, forms of gender approach in pedagogy, factors of gender determination, gender typology of learning forms, explication of gender approach in pedagogy.*

Alexey A. Yakuta

HISTORY OF DISCUSSION AT MOSCOW UNIVERSITY OF S. E. KHAYKIN'S TUTORIAL «MECHANICS» (1944–1946)

The breakthrough Tutorial “Mechanics” by an outstanding educator professor of MSU Semen E. Khaykin was published in 1940. A number of his colleagues from MSU Faculty of Physics stuck to the opinion that his textbook abounded with methodological mistakes, publicized idealistic views on Mechanics, was imbued with reactionary bourgeois philosophy of Ernst Mach and many postulates of the book clashed with dialectical materialism. In 1944–1946 professor Semen E. Khaykin came under harsh criticism first at the Department of General Physics he chaired and then at the Faculty of Physics and MSU’s communist party organization. There was launched a tough ideological campaign against Semen E. Khaykin in MSU. A serious and detailed discussion of the Tutorial took place on April 10th 1945 at MSU communist party committee meeting. The author

provides the chronology of those events and gives most interesting (from the point of History of Pedagogics) facts and details of the abovementioned meeting. In this article the author resorts to archive materials which were not previously subject to academic research. Results. Archive materials found and thoroughly examined by the author of the article enable him to restore the chronology of events and demonstrate how the issue of methodological mistakes in Semen E. Khaykin's Tutorial "Mechanics" was pursued in 1944–1946. The author reveals academic, methodological, and ideological standpoints of the participants: professor Semen E. Khaykin, his fellow physicists, MSU communist party organization, MSU administration. It adds to our knowledge of the history of teaching physics in MSU in the first half of the XXth century as a part of the history of national pedagogy and the history of Russia in this period.

Keywords: *history of the Tutorial, teaching physics, Moscow State University, Semen E. Khaykin, Mechanics, idealism, machism.*