

## SCIENTIFIC SCHOOL "COMPARATIVE PEDAGOGY" IN THE ACTIVITY OF B. L. WOLFSON: TYPOLOGICAL ASPECT

*At present in the field of scientific knowledge there is no clear and unequivocal answer to the question of what the phenomenon of a scientific school is and how it should be studied methodologically. The article examines the phenomenon of the scientific school of "Comparative Pedagogy", one of the founders of which is B. L. Wulfson. A special effort to establish conceptual research focus on this phenomenon has been made. The study presents an estimate of the description of a typological research method of the phenomenon of a scientific school through the prism of the activities of its founders. On the basis of the wellknown classification of scientific schools by O. Yu. Grezneva and the scientific activity results of B. L. Wulfson, the type of the school of Pedagogical Comparativistics of Z. A. Malkova — B. L. Wulfson has been defined. Under the authority of the established typology, the above scientific school phenomenon has been characterized by its structure, content and effectiveness. There have been considered factors of successful formation and sustainable development of the scientific school over more than half a century of scientific activity which has gained high reputation both in the former USSR and Russia nowadays and abroad. The study has emphasized the role of the founders of the school, Z. A. Malkova and B. L. Wulfson, who laid the fundamental theoretical and methodological foundations, value principles and culture of scientific communication, which are being supported and developed in the multifaceted activities of their scientific disciples at present. The article is the author's first attempt to present the phenomenon of school through typology and reflects the stated topic only at the first stage of research.*

**Keywords:** *scientific school, classification of schools, comparative pedagogy, phenomenon of scientific school, founder of the school.*

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Svetlana V. Ivanova, Irina M. Elkina

## APPLICATION OF THE COMPARATIVE ANALYSIS METHOD IN PHILOSOPHY OF EDUCATION

*The paper discusses the method of comparative analysis in the field of philosophy of education and pedagogical comparative studies. The authors show that, despite the importance of such studies, there is still no need to create a separate field of science: a comparative philosophy of education. It is enough that in almost every branch of humanitarian knowledge it is possible to use the method of comparative analysis. The authors reveal the features of the method of comparative analysis, examine cross-cultural and intercultural dialogues in studies of the philosophy of education.*

**Keywords:** *philosophical comparative studies, philosophy of education, comparative analysis, comparative method, pedagogical comparative studies.*

## THE ORIGIN OF HIGHER EDUCATION IN THE MEDIEVAL WORLD

*The article analyzes the initial stage of the genesis of higher education in Europe and Asia. Throughout this process, common characteristics were common. At the same time, the emerged educational institutions of an increased type in the conditions of different civilizations possessed specific features. The history of the emergence of higher education in the Middle Ages in Byzantium, China, the Islamic world is studied. Western Europe and Russ State.*

**Keywords:** *genesis of higher education in the world, higher education institutions of the Middle Ages, higher schools in Byzantium. China, Islamic world, Western Europe, Russian state.*

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Irina A. Tagunova

## HOMework ABROAD: THEORY AND PRACTICE

*The article raises the problem of the degree of homework effectiveness in a modern school. I. A. Tagunova on the material of foreign sources identifies factors that allow foreign researchers to assert the lack of expediency of organizing and conducting homework. The article presents the results of a number of modern studies conducted in the framework of the consideration of this problem in the USA, Great Britain and Hong Kong, which confirm the above stated point of view of researchers. The author of the article cites countries that, as a result of numerous studies of the problem of the effectiveness and appropriateness of homework, have decided to reduce the number of hours for this type of educational activity. The second part of the article is devoted to the problem of organizing and conducting homework abroad, since firstly, no country has completely abandoned homework, and secondly, there are a number of countries in which homework is still actively used as a type of educational activities. The article notes that according to the opinion of foreign researchers, the practice of homework abroad in recent years practically does not rely on any theory. In theory, the majority of foreign developers indicate constructivism as a leading scientific approach, on the basis of which pedagogical technologies of homework are proposed. The article provides specific recommendations of constructivist scientists how to organize homework at school and discusses their arguments in favor of homework in the framework of constructivism. I. A. Tagunova revealed that technologies for organizing homework are also developed on the basis of a socio-cultural approach; however, today the theorists of this approach refuse the effectiveness of students' homework. The author cites the arguments of these scientists in defense of the denial of the usefulness of students' homework. The article analyzes different types and technologies of homework. In general, the article is an analysis of theoretical approaches to the organization of homework of schoolchildren and a generalization of practice-oriented approaches to solving the problem of homework.*

**Keywords:** *homework, constructivism, socio-cultural approach, theories, practice, types.*

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Egor V. Neborsky

## TODAY'S TOMORROW: GLOBAL RISKS AS A HIGHER EDUCATION TRANSFORMATION FACTOR

*The current situation with COVID-19 has once again demonstrated the need to rethink the higher education methodology. Global risks, one of which are pandemics, are becoming a factor in transformation. This article is devoted to the analysis of bifurcation points that provoke changes in the higher education system. What are they? First, the unprecedented nature of change, the lack of experience in the past. This will require a transition to a key methodological construct – “futures literacy”. In other words, students already today need to investigate potential threats related, for example, to environmental risks and to search for adequate answers and tools that, if not prevent, at least minimize the negative consequences. Secondly, advanced development, prognostic approach. This is not a rejection of the knowledge accumulated by mankind in the past. Rather, it focuses on forecasting, searching for existing information and tools to prevent potential threats, adapting them, or developing new ones. A shift in emphasis from past to future: from the question “what happened yesterday?” to the question “what will happen tomorrow?”. Third, uncertainty as a basic condition. The persistence of change is the only sustainable trend in the foreseeable future. And this requires a review of the methodology of the competency-based approach, a rejection of linearity in assessing educational results. Fourth, the rejection of a professional framework. Universities need to look for options for more differentiated training with the possibility of modular variation during study, as well as with regular monitoring of the situation in the labor market. Fifth, the synthesis of scientific and methodological approaches. Students need a holistic approach, when some knowledge complements others, and does not refute them in competition among scientific schools. Sixth, the introduction of the principle of subjectivity as a student’s responsibility for his future and the future of the people around him and nature.*

**Keywords:** *university; higher education; higher education methodology; globalization; global risks; futures literacy; prognostic approach; advanced development; COVID-19.*

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Elen M. Abdurakhmanova

## TEACHERS EXPECTATIONS AND CHILDREN'S ACADEMIC ACHIEVEMENTS: REVIEW OF STUDIES

*The “teacher-student” relationship plays a particular role in the learning and therefore it has long been in the focus of the attention of many researchers and practitioners. The pattern of the “teacher-student” relationship varies from the individual*

*characteristics of the participants in the process, one of whom is a teacher. One of the teacher characteristics is teacher expectations. The purpose of this paper is a review of the existing literature on the topic of teachers' expectations and finding the poorly investigated area in this topic. The results of the review show firstly that teachers form their expectations based on the student's academic achievements and behavior in school as well as their own beliefs. Secondly, teachers may translate their expectations to students through their behavior, and students can react to this behavior, so it can lead to the emergence of the phenomenon of "self-fulfilling" prophecy. Thus, teacher's expectations can either positively or negatively affect students' academic achievements. Finally, despite that teachers' expectations have been studied for a long time, there are still poorly studied areas, for instance, the study of the stability of teachers' expectations is one of the new areas of research.*

**Keywords:** *teacher-student relationships, teacher's expectations, teacher's expectation effect, self-fulfilling prophecy, sustaining expectations, academic achievement.*

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*Irina M. Kurdyumova*

### **BASIC ASSUMPTIONS, PRINCIPLES AND PECULIARITIES OF MODERN EDUCATIONAL CULTURE IN GREAT BRITAIN IN CONSTANTLY CHANGING WORLD**

*The paper presents analysis of some modern approaches to such notions as "education culture" and "participation" in Great Britain. The examines some programmes, such as Scotland's Curriculum for Excellence; demonstrates some new definitions of participation, such as "learning participation", and develops four areas of participation and its different levels.*

**Keywords:** *education culture, democracy, children participation, inclusion, learning participation, decision making, Wales, Scotland Great Britain.*

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*Igor G. Sukhin*

### **METHODOLOGICAL SUPPORT OF GENERAL EDUCATION IN THE LEADING EAST ASIAN COUNTRIES IN THE CONTEXT OF GLOBAL RISKS**

*In the context of global risks, the education sector is forced to seek reliable guidelines for optimal development. This article introduces countries such as Hong Kong, China, Singapore, Taiwan, South Korea, and Japan. The author seeks answers to the following questions: 1) what is the theoretical basis for carrying out East Asian reforms in the context of global risks; 2) as thoughts, through the prism of the development of skills of the 21st century, important aspects of teaching students, a way to help humanity survive in the face of global risks; 3) what is the new role of teachers; 4) how teachers are being trained in the countries under consideration; 5) what is provided for the methodological support of teachers. It is shown: 1) that educational systems in the countries under consideration are on the platform of constructivism; 2) how is the training that symbolizes the Singaporean approach «Learn less, learn more»; 3) that today teachers are becoming*

*facilitators, mentors and navigators of students in the modern world; 4) what resources and reserves are used in East Asian countries for the training of teachers who should work in conditions of global risks; 5) what tools correspond to the methodological support of teachers. It has been established that the main theoretical success factor is the qualitative theoretical basis of the ongoing reforms. This makes teachers possible to act autonomously. At the same time, schools in visible states are destined to become holistic training centers. One of the key roles in the reform is assigned to systematic work on the training and retraining of teachers, familiarizing teachers with the most modern achievements in the field of education.*

**Keywords:** *East Asian countries, competencies, constructivism, methodological work, reforms, risks, theories, teacher.*

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Gennady Yu. Belyaev

### **SOCIAL AND DIGITAL ENVIRONMENT AS A SOURCE OF NEW OPPORTUNITIES AND NEW RISKS FOR MODERN EDUCATION**

*This article notes that the transition from analog information transmission systems to digital overshadows all the achievements of previous technical epochs, which creates the prerequisites and conditions for the formation of a qualitatively different economic order. The very principle and substrate of the transmission of the information signal has changed. In less than 15 years (approximately from 2006–2007 up to 2019–2020) a global, deeply echeloned, highly diversified multimedia-digital environment has been created. It has absorbed not only all the mass communications of the planet (radio, television, the Internet), but almost all of it without exception the social institutions of modern society, has influenced the structures of power and governance of society, the world and geopolitics. Based on the author's study of the phenomena of the digital educational environment, the article presents the author's formulation of the concept. Defining the modern educational environment as a predominantly digital environment, the author puts emphasis on its networked sociality, on the socializing potentials of this environment. In this approach, the environment and its components are associated with the concept of activity and are considered as the idea, process and product (result) of such activity — first of all spiritual and practical activities. The subjects are both network communities and individual users. Based on these assumptions, the author of the article gives detailed formulations of qualitative features of the networked social-digital educational environment, which determines, on the one hand, its new opportunities for education and education of high and higher school students, on the other hand — sets qualitatively new social risks.*

**Keywords:** *education, teenagers of school and student age, social-digital network education environment, social networks, online communities, potentials and risk factors, lifestyle.*

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*Lyudmila N. Aleksashkina, Olga Yu. Strelova, Eugene E. Vyazemskiy, Olga M. Khlytina*

### **PROJECTING RESULTS OF STUDYING HISTORY AT GENERAL SCHOOLS IN RUSSIA: EXPERIENCES AND PERSPECTIVES**

*The aim of the article is to review the previous experience and point out perspectives of projecting students' results in studying History in Russian general schools at the end of 20. — beginning of 21. century, taking into consideration the modernization processes in the national and the world education. The research is based on the next methodological approaches: historiographical, comparative, systematic; personality oriented. Aspects and results. The experience of projecting results of studying History is analyzed in the context of creating standards for general schools in Russia at the end of 20. — beginning of 21. century. The authors characterize the evolution of educational concepts, as well as contemporary challenges, which demand the standards' renewing. It is considered a necessary measure to coordinate the planned results of students' studying History and general educational results, which seem to be actual for the life in the contemporary world. The authors suppose their version of students' results in studying History, which is based on the structure of historical learning activities — beginning from chronological skills to implementing historical competencies in communication, social sphere. As a perspective aim of further research is proposed to create active dialogs between subject results and such categories as XXI century educational competencies; personal results; meta-subject/universal results and assessments' estimating technologies. Conclusion. The authors consider that the most effective intermediators between subject and universal competencies could and must be the basic cognitive and evaluating procedures of historical knowledge.*

**Keywords:** *outcome-based education; XXI century educational competencies; educational standards; personal results; subject results; students' learning activities.*

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*Merem Z. Biboletova, Kristina A. Gabeeva, Natalia N. Trubaneva*

### **SOURCES OF FOREIGN LANGUAGE EDUCATION CONTENT AS A TOOL FOR CULTURAL DIALOGUE IN THE INFORMATION AGE**

*The article examines the modern context that has led to the expansion of the functions of a foreign language as a tool for interaction between people, a means of intercultural dialogue and as a means of education, learning, and achieving personal goals in various spheres of life. In this regard, we consider the concept of "information and educational environment", which provides access to the content of teaching a foreign language, taking into account the emerging opportunities for teaching in a secondary school; describes the generally recognized levels of information and educational environment and proposes a new subject level; establishes and justifies the correlation of these levels of the information and educational environment. The article gives a deep analysis of the information and educational environment from the point of view of the*

*subject content, defining each level, clarifying the key tasks relevant to the implementation of the main functions of a foreign language. It provides information about modern educational technologies, current training sites, and describes the capabilities of electronic systems used in schools and other educational institutions. In order to develop students' reflexive skills, it is proposed to use specialized databases for self-control and self-correction in the course of mastering a foreign language in the student's personal information and educational environment. Besides, the article focuses on the role of the teacher in the modern information and educational environment, as well as the importance of interaction between the subjects of the educational process at all stages of the hierarchy.*

**Keywords:** *content of teaching, foreign language, intercultural communication, information and educational environment (IEE), IEE levels (general educational IEE, IEE of an educational institution, personal IEE of a teacher and a student, subject IEE), self-expression experience, individual style of activity.*

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*Marina A. Morozova, Maxim V. Melnikov*

### **THE RELEVANCE OF INTRODUCING THE PRACTICE OF ACADEMIC WRITING IN THE CONTENT OF LANGUAGE COURSES OF A NON-LINGUISTIC UNIVERSITY**

*The article is concerned with the relevance of introducing the practice of academic writing in the content of academic course working programs of language disciplines of non-linguistic universities. Academic writing in the content of language disciplines has to resolve the contradiction between the necessity to develop a universal competence to apply modern communication technologies in a foreign language for academic and professional interaction and the lack of educational and methodological support for this competence. The aim of the study is to identify the possibilities of curriculum content in non-linguistic universities to develop academic writing skills. The analysis and generalization of theoretical works in the field of academic writing determined contextual and competency-based approaches as the methodological basis for the development of academic writing skills. The study of the curricula and work programs of the linguistic disciplines of non-linguistic universities showed the lack of sufficient educational and methodological support for the development of academic writing skills. The analysis of theses, publications of bachelors, specialists and graduate students has led to the conclusion that the level of academic works is low. The analysis was carried out using the rating scale of academic texts based on Green's 3D model of literacy. The article substantiates the introduction of topical units into the academic course working programs of the language disciplines devoted to the theory and practice of academic writing, which will allow students to develop academic writing skills. Recommendations on introduction of topical units concerned with academic writing were formulated for the syllabus for bachelors and graduate students. Mandatory publications of bachelors and graduate students in specialized peer-reviewed journals are recommended to be counted as part of the assessment of learning outcomes.*

**Keywords:** *academic writing, authentic texts, master's degree program, bachelor's*

Aida R. Fattakhova

### **TEACHING THE PHONETICS OF THE ARABIC LANGUAGE IN HIGHER EDUCATION INSTITUTION: MAIN APPROACHES AND PROBLEMS**

*This article discusses the issues of teaching the Arabic Phonetics in the higher educational institutions in the context of the analysis of the textbooks on the Arabic Language and teaching experience. Different points of view were revealed in the presentation of the phonetic material: the procedure for introducing the letters of the Arabic alphabet, the definition of the minimal pronunciation unit of the speech (syllable, mora, harf). The main approaches to the formation of the phonetic skills were analyzed. It was shown that the different transcription methods used in textbooks for the transmission of the Arabic sounds are one of the pressing problems when teaching the Arabic Phonetics. On the basis of this research the author focuses on the fact that the variability of approaches to the presentation of the Arabic Phonetics Course leads to a lack of unity in teaching.*

**Keywords:** *Arabic language, phonetics, transcription, articulatory approach, acoustic approach, differentiated approach, interference, mora, harf, higher education institution.*

Vladimir O. Borisov, Natalya I. Migunova, Inna S. Kobozeva

### **DEVELOPMENT OF MOTIVATION TO EDUCATIONAL AND RESEARCH ACTIVITIES WITH STUDENTS OF MUSICAL PERFORMANCE**

*The article considers the problem of the development of motivation for musical performance among students in the context of educational and research activities. Theoretical concepts and forms of educational activity are formulated, which are the product of new knowledge and motivated by the desire for independence, the disclosure of creative potential, the manifestation of students in different types of activities. When interpreting the three-component concept of "educational research activity", the authors give interpretations of the constituent elements of the problem being studied — "activity", "educational activity", "research activity". The authors draw attention to the relevance of the pedagogical problem of developing motivation for teaching and research activities for teachers of musical and performing disciplines of institutions of general, additional and higher professional musical education. The article analyzes the views of researchers on this issue, and also defines the guidelines for pedagogical activity aimed at developing motivation for educational and research activities.*

**Keywords:** *Development of motivation, musical performance, educational and research activity, education, training.*