

*Victor S. Basyuk*

## STUDENTS' FUNCTIONAL LITERACY FORMATION AS AN IMPORTANT ASPECT OF ACHIEVING PERSONAL LEARNING OUTCOMES

*The paper is devoted to the phenomenon of functional literacy of a schoolchild, the mechanisms of its formation and through the implementation of these mechanisms, the subjective prerequisites for achieving personal learning outcomes. The author shows the role of the internal position of the student's personality in the formation of his/her functional literacy. The mechanisms of using the knowledge and skills acquired during the school period in everyday life are discussed.*

**Keywords:** *functional literacy, personal learning outcomes, internal position of the individual, personal achievements of students, achievement of results, federal state educational standards, international comparative studies.*

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*Larisa O. Roslova*

## DIAGNOSIS OF DIFFICULTIES OF SIXTH GRADERS IN THE STUDY OF MATHEMATICS

*The article is devoted to the problem of studying the difficulties of students who arise when they master the mathematics course. There are described an approach to identifying and analyzing the difficulties of students of the 6th grades of general education organizations in the study of mathematics, the device of a tool designed to diagnose deficiencies in the mathematical training of sixth graders, and the results of a study conducted using this tool. There are given an example of a complex diagnostic task and data on the results of its execution. The analysis made it possible to formulate conclusions and suggestions for improving the program and methodological system of teaching mathematics.*

**Keywords:** *general education, teaching mathematics, educational results, learning difficulties.*

**For citation:** Roslova L. O. Diagnosis of difficulties of sixth graders in the study of mathematics. Domestic and Foreign Pedagogy. 2021;1(6):43–62. (In Russ.). doi:10.24412/2224–0772–2021–80–43–62

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Ilya A. Lobanov

## THE FEDERAL STATE EDUCATIONAL STANDARDS OF SECONDARY GENERAL EDUCATION: DO WE NEED INTEGRATIVE SUBJECTS?

*The purpose of the article is to consider the problems of inclusion of integrated subjects in the Federal State Educational Standard of secondary general education.*

*In the context of the work on editing educational standards of different levels, the directions of possible changes in the high school standard become relevant. The conducted studies have revealed a number of provisions of the standard that should be adjusted. Among them is the problem area of the current document related to the set of compulsory academic subjects, elective subjects that provide training profiles and integrated subjects.*

*The research of the Laboratory of Social and Humanitarian general education showed that a selected group of integrated academic subjects (social studies, natural sciences, “Russia in the world”, ecology) was singled out without sufficient grounds. On the one hand, it included training courses that were already included in the curricula (social studies, natural sciences), and on the other hand, it was proposed to create new academic subjects (for example, “Russia in the world”). Integrated subjects in the educational standard can be studied only at the basic level, but this position has no arguments.*

*The study allowed us to conclude that it is necessary to correct these provisions of the educational standard.*

**Keywords:** *Federal state educational standard, general secondary education, intersubject integration, integrative subjects, curriculum, training profile, content of education*

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*Marina V. Stepanova, Alexander N. Shamov*

## **THE ROLE OF THE TEXTBOOK AS A MEANS OF FORMING AND DEVELOPING THE METHODOLOGICAL COMPETENCE OF A FOREIGN LANGUAGE TEACHER**

*Appealing to issues related to both the subjects and the objects of the educational process in order to solve the problem of improving the quality of education is urgent and relevant. The level of teacher professional competence and methodological competence as its component determines the quality of the educational process. A teacher in the classroom puts educational ideas into practice. At the same time, the lesson and the educational process are planned, organized, and carried out on the basis of the textbook and the UMK (educational and methodological set of materials), in which the textbook plays the main role. The variability of school textbooks, on the one hand, creates a certain difficulty of choice. On the other hand, variability allows the teacher to find the textbook / UMK that best correlates with his professional position and experience.*

*The article considers the relationship between the textbook and the teacher from a different perspective: the textbook / UMK as a means of forming and developing the teacher methodological competence. The variability of school textbooks facilitates it. By analysing various textbook / UMK the teacher masters the methodology functionally. The pages of the textbook offer various systems of tasks, the chains of which allow us to make a conclusion about the way of forming the students' skills, and, consequently, about the approach proposed by the author. Mastering textbook / UMK, the teacher goes to the stage of the creator. Having understood the author's concept and adapted the textbook to specific educational conditions, the teacher starts to create something new. Currently, we see examples when a teacher becomes the author of a textbook and through the textbook he implements the ideas to improve the quality of education together with the textbook.*

**Keywords:** *methodological competence, methodology of teaching a foreign language, textbook/UMK, criteria, USE, types of exercises, language skills, competencies*

**For citation:** Stepanova M. V., Shamov A. N. The role of the textbook as a means of forming and developing the methodological competence of a foreign language teacher. Domestic and Foreign Pedagogy. 2021;1(6):74–92. (In Russ.). doi:10.24412/2224–0772–2021–80–74–92

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*Natalia A. Kiseleva, Olesya N. Lukashuk*

## **RESULT-BASED LEARNING PLANNING ON THE “MOSCOW E-SCHOOL” PLATFORM**

*This article presents an approach to solving the problem of a teacher's lack of a working tool to plan the process of result-oriented learning and an understandable reference point for the student on the goals and objectives of learning to realize their importance for his own development.*

*The paper presents the methodology of detailing of educational results as a set of reproductive, productive and reflective learning activities, assuming different degree of demonstration of such characteristics of result as the establishment of intrasubject and intersubject connections, nature of application of the method of action, competence development potential, the degree of learner independence and the assessment of his own activity. Examples are given for different subjects and topics. A digital tool to use this development on the platform "Moscow electronic school» is described, which provides the ability of a teacher to plan the educational results for each topic and for each lesson; automatic display of all possible and planned teacher results in the child's electronic diary is given; the ability to monitor, self-control and self-assessment of the achievement of the planned results is represented.*

*The prospects of using of the presented work lie in the actualization of the content of school education and identification of the content issues that have a profound potential in the development of students' skills and abilities and, conversely, are significant only in achieving a reproductive result.*

*The description of interdisciplinary and meta-disciplinary educational outcomes will allow to determine common didactic units of different subjects. This will also allow to design different approaches to structuring the content of education, to ease the problem of overloading of subject content and simultaneously display the relationship of studied processes and phenomena from different fields of knowledge.*

**Keywords:** *updating the content of school education, intra-subject and intersubject connections, methodology for detailing educational results, development of competencies, the platform «Moscow Electronic School».*

**For citation:** Kiseleva N. A., Lukashuk O. N. Result-based learning planning on the “Moscow E-School” platform. Domestic and Foreign Pedagogy. 2021;1(6):93–106. (In Russ.). doi:10.24412/2224–0772–2021–80–93–106

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*Irina M. Elkina, Dmitry A. Metelkin*

## **EXPERIENCE OF THE WORLD’S LEADING COUNTRIES IN ACHIEVING MODERN QUALITY OF GENERAL EDUCATION: OPPORTUNITIES AND LIMITS OF APPLICABILITY**

*The paper examines the experience of educational systems in the countries of Northern Europe and Southeast Asia in achieving high results in the field of education quality. The authors turn to a comparative analysis of the application of the humanistic approach in the organization and management of education in these countries. The possibilities and specifics of using the experience of these countries in improving the quality of education in Russia are considered.*

**Keywords:** *quality of education, humanistic approach to education management, modern conditions for the development of education systems*

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*E. V. Bebenina*

## **RANKING AND CRITERIA FOR ASSESSING THE EDUCATIONAL SPACE OF COUNTRIES OF THE WORLD**

*Ratings have entered our lives and have taken their place as a source of fast information based on data. The popularity and applicability of global university rankings has already proven the relevance of such tools in the field of education, because the achievement of high positions by universities at different times has been and continues to be in the sphere of state interests of many countries. The Russian Federation had a 5–100 program that allowed many Russian universities to become more competitive and popular around the world.*

*Global education ratings, although they already exist, are far from the same widespread popularity and applicability. A critical analysis of the existing global ratings in the field of education allows us to propose new solutions in this area, based on the human capital methodology and criteria obtained both from other integral highly valid ratings, and directly from statistical data.*

**Keywords:** *ranking, educational space, human capital*

**For citation:** Bebenina E. V. Ranking and criteria for assessing the educational space of countries of the world. Domestic and Foreign Pedagogy. 2021;1(6):123–141. (In Russ.). doi:10.24412/2224–0772–2021–80–123–141

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*Oxana I. Dolgaya*

## **RISKS IN EDUCATION ABROAD: MEASURES TO ELIMINATE THEM (EXPERIENCE OF DIFFERENT COUNTRIES)**

*New conditions of social development and rapid technological progress caused the emergence of various risks, including in education, and required urgent measures in all countries to eliminate them. Based on a comparative analysis of state documents in the field of education, the author identifies common risks in education (inconsistency of the quality of education with new conditions and requirements of life; lack of equal access for all to quality education; insufficient use of information and communication technologies in education; non-compliance of teacher*

*training with new guidelines and requirements, etc.). Measures taken at the state level are both general in nature and have national specifics. In countries with a high quality of education, the emphasis is on creating a flexible educational space and individual learning trajectories, bringing formal and non-formal education closer together, selecting motivated teachers; in countries only striving for high results, it is on changing curricula, educational content, and teaching methods.*

*The choice of countries is due to their status in international studies of the quality of education: countries with high results (Estonia, Lithuania, Finland, Singapore) and countries striving to improve them (Czech Republic, Croatia, Slovenia, Serbia, Slovakia) are represented.*

**Keywords:** *world experience of education, risks, accessibility, quality, programs, teacher.*

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*Natalia N. Naydenova*

## **TRANSFORMATION OF THE TEACHER'S ASSESSMENT ACTIVITY AT BLENDED LEARNING IN FOREIGN COUNTRIES**

*The pandemic forced to change the form of education of schoolchildren from full-time to correspondence, distance, online. Education has become a hybrid of different forms, which required a change in the methods and forms of assessing the results of schoolchildren in these remote conditions. Blended learning, in contrast to the new pandemic hybrid, has existed in developed countries since the 1960s. Many subjects include hands-on activities in the curriculum, but these are difficult and expensive to organize at home for each student. If it is difficult to conduct, then it is even more difficult to assess. Therefore, the assessment of practical tasks during a pandemic is an urgent task, which, of course, required changes in the training of future and current teachers in new specializations. When checking the performance of practical tasks, the teacher becomes an expert and evaluator. The expert assessment contains a certain bias, which leads to inequality in the assignment of points to a particular student*



*according to the results of his performance of practical tasks. While traditional face-to-face testing of practical assignments in all national systems for assessing the quality of education tries to align the measurement tools and make quantitative measurement of the result, then in the expert assessment personal characteristics are taken into account, while educational achievements are included in the quantitative measurement, and not only educational results. The purpose of the article is to summarize the experience of modernizing teacher education in different countries in the field of assessing educational achievements, primarily practical tasks. This foreign experience can be useful for domestic pedagogical education, as well as for researchers and teachers in their practice of assessing the learning outcomes of their students in new conditions.*

**Keywords:** *blended learning, teacher education, assessment activities, assessment of practical assignments*

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