I.N. Dobrotina, J.N. Kritarova, V.M. Shamchikova

READING OF SCHOOLCHILDREN — TODAY AND TOMORROW: MONITORING MODERN LITERATURE PROGRAMS

The article reflects the results of monitoring modern work programs developed for the author's educational and methodological kits on literature in the aspect of educating schoolchildren as modern readers.

The article identifies a number of interrelated reasons due to which there is a decline in reading culture among schoolchildren. The key problems include the lack of meaningful reading skills of some elementary school graduates, the replacement of live communication with interaction in social networks, a decrease in interest in reading a number of classical works, which are often already obscure to the modern reader, that do not meet the age interests of schoolchildren, and the loss of extracurricular reading positions.

Among the research methods, the leading is the method of content analysis of fifty modern programs on literature of different types (sample programs, author's programs).

The priority of school literary education today is the formation of such competencies that will allow the student to independently make a choice of books in accordance with their interests. The monitoring made it possible to determine: on which literary texts the reading skills of schoolchildren are formed, the study of which works forms the basis of students' literary education, due to which works their reading horizons expand. The research allows us to conclude that it is necessary to take into account the realities in which today's schoolchildren exist, their interests and needs, to clarify approaches to the preparation of literature programs. The results of the research can be used in the development of curricula, work programs implemented within the framework of basic general and secondary general education, the implementation of comparative studies to develop a methodology for the practical training of a language teacher.

Keywords: *reading of schoolchildren, approximate basic educational programs, work programs in literature, contemporary Russian and foreign literature, extracurricular reading.*

A. N. Shamov, S.V. Chernyshov

PRINCIPLES OF CREATING A TEXTBOOK ON THE METHODOLOGY OF TEACHING A FOREIGN LANGUAGE

Introduction. The main task of universities today is to find productive and effective approaches to the training of teachers, including teachers of a foreign language. The academic discipline "Methods of foreign language teaching" is of great importance here. The textbook on this discipline gives future teachers, its users, an idea about existing methods of teaching a language, about the role and place of the knowledge gained on how to correctly form students' speech skills and abilities. The creation of a textbook on language teaching methods faces certain challenges and difficulties.

Materials and methods. As part of the study, the authors used different methods of scientific cognition of educational reality (general scientific and special). The methods were adequate to the set goals and objectives of the creation of an educational book.

Research findings. In the course of research and design work, a substantial amount of survey and modeling work was carried out, which led to the obtaining of useful-planned results. They are described in the text of this article.

Discussion and conclusion. Based on the results of the study, the authors made reports at scientific conferences of various levels (international, regional); published scientific articles on the determined problem; proposals were formulated for teachers on the use of the new author's textbook on the methodology.

Keywords: *methodology of foreign language teaching, textbook, principles of creating a textbook, principles of a foreign language teaching, educational methodological complex (EMC), learning outcomes*

N. V. Chernyaeva

INTERACTION MODELS OF FORMAL AND NON-FORMAL EDUCATION FOR HIGH SCHOOL STUDENTS

The article states the problem whether there is a relationship between formal and non-formal education and how non-formal pedagogical practices influence formal education and vice versa. Special attention is paid to the forms of interaction between formal and non-formal education to meet the individual learning needs of high school students through non-formal forms and provide learning trajectories.

The purpose of this research study was to design interaction models between formal and non-formal education based on analysis of the current pedagogical practices in-school and out-of-school.

Research Methods. The following methods were used: analysis of Russian and foreign academic literature on formal, non-formal, informal education; comparative analysis; synthesis; modelling; structured survey questionnaires and interviews with students and educators were given.

Results. The notions of formal and non-formal education were revealed. The common features and characteristics of formal and non-formal education were considered thoroughly. We were studying the experience of state schools, private schools and the current non-formal pedagogical practices. The interaction of formal and non-formal education is viewed as a factor to overcome the gap between in-school learning and out-of-school learning and meet high school students' individual learning needs. As a result, four major models based on the interaction between formal and non-formal learning were designed. Model I is based on in-school learning. The school offers a wide range of non-formal practices in-school context. Model II is based on the interaction between school and social institutions out-of-school (youth clubs, language schools, sport centers). Model III is viewed as a mixture model that combines features of both models I and II. Model IV is based on learning trajectories approach to meet students' individual learning needs in-school.

Conclusions. The paper concludes that the interaction of formal and non-formal education is supposed to be mutually influenced each other. The students' needs on non-formal practices are determined by what deficits of formal learning exist. Non-formal education tends not only to compensate for deficits of formal education, meet high school students' individual learning needs and improve their learning outcomes, but also improve formal education and make it more nearly complete.

Keywords: *formal, non-formal education, lifelong learning, interaction models of formal and non-formal education.*

R. A. Zhadan

PEDAGOGICAL ARTISTRY OF THE FUTURE MUSIC TEACHER

The article examines the pedagogical artistry of the future music teacher as an important component of his professional activity. Professional training of a future music teacher includes not only mastering a set of methodological knowledge, not only the use of pedagogical technologies and innovations, modern principles and approaches in the educational process, but also involves mastering pedagogical artistry.

The professional activity of a music teacher is aimed at performing a cultural and educational function, since it is the teacher who is entrusted with the important mission of the carrier-conductor of traditional and innovative ideas, views in the field of world artistic culture. The artistic talent of a future music teacher can become an effective means of influencing the emotional, spiritual and the moral sphere of the younger generation.

The analysis of scientific literature made it possible to determine the comparative characteristics of the professional activity of an actor and a teacher, namely: the use of means of acting, stage skills, contributes to the formation of pedagogical artistry of the future music teacher.

The process of forming the pedagogical artistry of a future music teacher largely depends on the ability to master an individually creative, original pedagogical manner, which allows one to apply the appropriate emotional-figurative, artistic and communicative means and methods in teaching.

The most significant professional and personal qualities influencing the formation of pedagogical artistry of a future music teacher in the process of professional training are characterized. It has been determined that this phenomenon is a complex of professional and personal interrelated and interdependent properties of the teacher's personality, which provides the mastery of the methods of pedagogical technique and skills of transformation, expressive, aesthetically attractive transfer of educational material in order to maximize the individual potential of the teacher.

Keywords: *artistry, artistry of self-expression, pedagogical artistry, future music teacher, professional qualities, professional training of a future music teacher, professional activity.*

I.V. Solovyova, M.A. Zamkovaya

LEARNING FOREIGN LANGUAGES ONLINE IN THE COVID-19 PANDEMIC

The article is devoted to the problems of foreign language teaching in non-language universities in the conditions of forced transition to distance learning with the use of ICT in the conditions of Covid-2019 pandemic. The aim of this paper is to investigate the changes in the structure of the educational process and the attitude of its subjects, students, and teachers to them, to formulate the difficulties they have to overcome, and to outline the ways to solve them. The object of the study is foreign language distance learning with hybrid ICT application. The subject of the research is learning activities of teachers and students as well as their reflection. The analysis of the survey results, as well as the comments left by the respondents, led to the following conclusions. The urgent transition to the online format has revealed multiple problems in the organization of control forms in ICT-enabled foreign language distance learning. The results of the study show a disconnect between how students assess their progress and how teachers see it. Imperfect and unreliable technology creates opportunities for academic fraud — a real challenge for methodologists, psychologists, and educators. Thus, the Covid 2019 pandemic revealed the problems in the use of ICT for foreign language learning in a distance format for both teachers and students and outlined the vectors for further work by researchers.

Keywords: *ICT, digital transformation of higher education, teaching foreign languages, COVID-19.*

A. A. Korneev

CONSTITUTIONAL AND LEGAL DIMENSION OF THE FEDERAL PROJECT «DIGITAL EDUCATION ENVIRONMENT»

The national project "Education" is being implemented in the Russian Federation. According to the project passport its objectives and results are distributed among structural units — federal projects. One of these federal projects is "Digital Education Environment".

The author offers to investigate the designated project from the position of constitutional analysis. The article identifies the levels of the constitutional and legal measurements of the federal project, examines the position of the phenomenon of the digital education environment in the constitutional and legal plane.

The consideration of the constitutional and legal measurement is proposed through the classical approach of that generic group of social relations, within which the federal project is being implemented

Keywords: *digital education environment, education, the right to education, constitutional and legal dimension, national project.*

D.A. Sukhanov

TEACHER PROFESSIONAL DEVELOPMENT IN E-LEARNING: A FORMULA FOR SUCCESS

The article describes the main sources of influence on a teacher's readiness for e-learning aimed at professional development. Introduction: the purpose of the study is to identify ways to increase the level of educational activity and eliminate discipline violations by students during e-learning. Research Methods: the methodological basis of the research is the activity approach. We also considered the andragogical learning model. We used sociological surveys, methods of mathematical statistics, secondary analysis of research results in the field of andragogy, educational psychology, sociology, expert analysis of educational programs, included observation of the course and results of the educational process. Results (Findings): the success of achieving the planned educational results depends on the level of the teacher's readiness for e-learning for professional development. Information readiness, functional and technological readiness, resource readiness, psychological and pedagogical readiness are characterized. The article describes the motivational, emotional, cognitive and activity-volitional components of psychological and pedagogical readiness for e-learning aimed at professional development. Following the principles of post-non-classical methodology of pedagogical research, the study focuses on the motivational readiness of students instead of their digital competence. It is shown that motivational readiness is determined by the needs of the individual, including the conscious desire to overcome professional difficulties. It manifests itself as an orientation towards professional development and the elimination of professional problems through training. Conclusions: Motivational readiness can be stimulated through the activity-based approach and andragogical principles of adult learning. It is shown that e-learning and LMS allow for a personalized approach to teaching adults based on their professional experience, their personal values, in order to achieve more significant educational results.

Keywords: *e-learning, adult education, professional development, learning motivation.*

C. G. Novikov

UPBRINGING IN THE COUNTRY OF "SYSTEMIC ANTI–CAPITALISM" (1921–1941)

Purpose of the article: description and conceptual understanding of education 1921–1941 as a tool for the implementation of the Soviet social project.

Research methodology: theories of modernization of society; conceptual models of Soviet society; concepts: Soviet man, childhood as a cultural and historical phenomenon; sociocultural approach to the study of historical and pedagogical phenomena.

Results: Education of the 1920s — 1930s. It was a tool for growing the subject of an anti-capitalist (in its value-ideological orientation) society. Its organizers and strategists offered the pupil, as the meaning of life, the laying of a new development

path for all of humanity. Pupils were presented with a clear concept of the future and its attractive image. As a result of this, they, being convinced of the correctness of the "cause of socialism" and the inevitability of its victory, acted as the idea of "fighting capitalism" requires. Under the project of educating the "new man" in the country, organizations were created that implemented effective control over the present, which was conceived as a stage in the struggle for a happy future. Education, in fact, was carried out in line with a system-holistic approach. The strategy and tactics of upbringing, pedagogical recommendations and actions, everyday upbringing practices correlated with knowledge about the "anatomy and physiology" of a holistic social organism (the degree of adequacy of this knowledge to a real society is beyond the scope of our research). The educational system ensured the transformation of the USSR into a systemic alternative to capitalism, which not only made the Soviet Union an attractive model for part of humanity, but also pushed the ruling circles of the West towards a policy of social reforms.

Keywords: *"new person," value orientation, anti-capitalism, educational system, educational practices.*

D. A. Lytvyn

STRATEGIES OF PERSONAL-ENVIRONMENTAL INTERACTION OF LEARNING ADULTS IN THE ENVIRONMENT OF LIFELONG EDUCATION SYSTEMS OF THE MIA OF RUSSIA

Introduction. The problem of the research is to create the scientific foundations of the environment for personal development in the continuous education of employees of internal affairs bodies. The study resolves the contradictions between the practice of subject-object interaction in the "teacher-student" system, which has a subordinate-disciplinary nature of the service environment in the internal affairs bodies, on the one hand, and the need for subject- subject (subject-joint, subject-generating) interaction of participants educational process, design and implementation of the educational environment using pedagogical tools for the formation of a life-creating and self-forming principle in a person, on the other hand. The purpose of the article is a theoretical substantiation and an empirical study of the strategies of personal-environmental interaction of adult learners in the continuous education environment of the system of the Ministry of Internal Affairs of Russia. The methodological basis was the scientific approaches of S. L. Rubinstein, A. N. Leontiev, L. S. Vygotsky and his followers, N. N. Moiseev and others. The theoretical basis was the concepts of Yu. S. Manuilov, V. V. Serikov, K. A. Abulkhanova, N. V. Khodyakova and others.

Research Methods. Pedagogical experiment, testing, survey. Methods for diagnosing reflexivity (A. V. Karpov), life-meaning orientations (D. Krambo and L. Makholik in the adaptation of D. A. Leontyev), the author's questionnaire aimed at diagnosing the orientation of the personality of an employee of the internal affairs bodies to subjectivity in professional activity, to professional-personal development, including by means of continuous education. Statistical methods for processing empirical data, the use of a three-stage sample clustering method; correlation analysis, as well as graphical visualization of profiles.

Results (Findings). Differentiation of the level of subjectivity and activity of a person's life position in the educational and professional environment is determined using the personality- environmental profile, which reflects the developmental capabilities of the educational environment. The results of the statistical analysis made it possible to determine four typical profiles and the corresponding strategies of personal-environmental interaction in lifelong education. A favorable strategy is associated with the openness of the personal organization for changes in the personal position under the influence of the educational environment, with critical perception and reflection of professional and life guidelines, with a readiness for innovations and actively transforming activities. The use of personal and environmental profiles will help to determine the actual strategies of the personal organization and the conditions for designing a developing educational environment.

***Keywords.** Continuing education of adults, educational environment of personality development, strategies of personal-environmental interaction.*

T. V. Diachkova

VALUE-ORIENTED ATTITUDES OF DEVELOPMENT OF PERSONAL-PROFESSIONAL POSITION OF TEACHER OF ADDITIONAL EDUCATION

The article considers the problem of studying the subjective value-target attitudes of a modern teacher of additional education as a determinant of the development of the integral characteristic of his professionalism — a personal-professional position. In the context of the changing socio-cultural situation and the modernization of regional education systems, in the context of the implementation of the Targeted Model for the Development of Regional Systems of Additional Education for Children and the Introduction of the Professional Standard "Teacher of Additional Education for Children and Adults", it is necessary to determine the essence of the "personal and professional position of the teacher of additional education" and, in this regard, to rethink the values and goals of the teacher's personality.

Based on the analysis of various points of view on the essential characteristic of the phenomenon of "personal-professional position", presented in psychological and pedagogical research, through the prism of value relations to their own activities: subjects and objects of this activity; the purpose and quality of its results, the "personal and professional position of the teacher of additional education" is considered. A special place in the study is given to the study of the value-oriented attitudes of the professional activity of the teacher of additional education, uniting him with various subjects of the educational process in the polysubject position of the teacher-educator.

These studies confirmed the fact that teachers of additional education are not a monolithic professional community. Due to the distinction of identity and specificity of the directions of additional general education programs, the need to differentiate the process of development of the personal and professional position of the teacher of additional education is shown.

The author provides an analysis of the problem field of the value world of the teacher of additional education, focuses on the results of research into the values and

goals of professional activity and justifies the need to develop and introduce a set of organizational and pedagogical conditions for the development of the personal and professional position of the teacher of additional education in the region.

Keywords: *personal and professional position of a teacher of additional education, personal and professional values, choice, teacher of additional education.*

E. A. Yvlyanova

RELIGIOUS EDUCATIONAL MINIMUM IN THE CONTENT OF THE ABC BOOKS AND LETTERS OF THE ORTHODOX MISSIONARY SOCIETY FOR NEWBAPTIZED FOREIGNERS

Religious education in pre-revolutionary Russia was a necessary condition for the spiritual and moral development of the individual and the reproduction of the culture of society. Over time, educational books, which are a product of a particular religious culture and contain information on it, began to act as a means of broadcasting religious education. The first educational books were primers and alphabets, but, used in schools, where special attention was paid to the religious education of the individual, they contributed not only to teaching reading, but also to the formation of the first religious ideas of students. In the second half of the XIXth century, special attention was paid to the compilation of the first educational books for foreigners who were baptized and accepted Orthodoxy. The purpose of this article is to identify what religious educational minimum was introduced into the content of the first educational books — primers and alphabets — for newly baptized foreigners. For the analysis, the author of the article used primers and alphabets published by the Orthodox Missionary Society in the period from 1846 to 1917. To achieve the goal of the study, a theological approach was used, which made it possible to single out religious material in the content of primers and ABCs — the main sections and topics of the Orthodox faith, which were considered with students at the initial stage of acquaintance with religious culture. The synthesis method helped to structure the information received and make a generalization.

Keywords: *alphabet, primer, alphabet catechism, religious vocabulary, words of belief, educational book on religious culture, Orthodox missionary society.*

P. N. Demin

SOCIALIZATION OF YOUTH IN INFORMAL EDUCATION IN FOREIGN COUNTRIES (ON THE EXAMPLE OF AUSTRALIA AND THE USA)

Introduction. In modern society, in which information technologies play an important role, constantly updated knowledge becomes the most important resource. A modern person needs to constantly replenish them, which leads to the transformation of education, which also becomes continuous. Continuity is also realized in informal education. It is precisely this, in modern conditions, that becomes an important environment for the formation of a personality, especially if it acquires a relatively regulated and purposeful character. A number of studies in foreign countries are devoted to the use and improvement of the socializing potential of informal education.

For example, in Australia and the USA, mechanisms and forms of youth socialization within this type of education are being actively developed both at the scientific-theoretical and practical levels.

The purpose of the article is to search and analyze forms of socialization in informal education abroad (on the example of Australia and the USA).

Research methodology and methods. The study is based on the concept of socialization, the concept of lifelong education, the concept of online socialization. The comparative method and the method of literature analysis are used.

Research results. Informal education is characterized by independence, randomness, implicitness and integrativeness. In Australia and the United States, educational actors use the potential of the informal educational environment with a wide variety of resources. Both countries have established and operate mechanisms for the recognition of the results of informal education. In Australia, informal education practices linked to ideas of active participation and citizenship create spaces for youth to become citizens. In the United States, the informal environment includes a wide range of components that facilitate the acquisition of socially necessary knowledge and skills by individuals. In both countries, information technologies play a significant role in socialization in informal education.

Conclusion. In Australia and the United States, organizational, legal and financial conditions are being created for working with young people in the field of informal education, aimed at socializing this group. Public organizations are active. Much attention is paid to the formation of citizenship, as well as adaptation to the conditions of the information society. Forms of online socialization are actively used.

Keywords: *youth, informal education, socialization, online socialization, continuous education, Internet, recognition of informal education.*