

*V. K. Pichugina, A. S. Zhirnova*

**VISUAL AND NARRATIVE TRADITIONS ABOUT ACHILLES: A UNIQUE PROJECT ARISTOCRATIC EDUCATION**

*The article analyzes the visual and narrative components in the ancient tradition of teaching and upbringing of Achilles. The uniqueness of Achilles' educational path is emphasized by many ancient authors, and especially by Homer, who turns the theme of Achilles' growing up into one of the main themes of the Iliad. The Iliad presents different levels of the aristocratic education of youth on the example of Achilles — a hero with a difficult character, whose mentors were the immortal centaur Chiron and the mortal man Phoenix. According to Homer, Achilles's education was at home, and only for a short time he was raised by Chiron (his maternal great-grandfather). Other ancient authors, on the other hand, present the educational path of Achilles as the traditional path of an aristocrat boy who was brought up far from home under the supervision of a male relative on the maternal side. The textual tradition of Achilles' discipleship in the logic of Homer or outside it was supplemented by vase painting, where in VI–V BC stories about Achilles, his mentors and Thetis (mother of Achilles), who played a significant role in his formation were widespread. The combination of the narrative and visual components gives an idea of the "curriculum" of the future warrior-aristocrat, as well as the peculiarities and paradoxes of aristocratic education, the "product" of which was Achilles. In ancient pedagogical culture, Achilles was the one who wins from a young age, using natural superiority, and whose educational path can be described as teaching to be a winner.*

**Keywords:** *ancient pedagogical tradition, ancient tradition of aristocratic education, Achilles, Chiron, Phoenix.*

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*A. A. Avtyukhova*

**EDUCATION OF CHILDREN WITH DISABILITIES IN THE UNITED STATES DURING THE FIRST HALF OF THE TWENTIETH CENTURY**

*This work is devoted to the study of foreign pedagogy history. The study presents historical analysis of the development of special education during the first half of the twentieth century in the United States of America, describes the main approaches that have become the methodological and methodological basis of modern education.*

*The introduction of the article provides a literature review in this topic and details the relevance of studying foreign historical experience in the field of development of special education during the first half of the twentieth century.*

*As a result of the study, different socio-cultural factors that had an important influence on the development of education of children with disabilities in the early twentieth century were revealed in detail. On this basis, the need for the foundation of special segregated classes for different groups of students is revealed in detail.*

*The article examines the contribution of foreign researchers to the development*

*of special education. Among these researchers, both our contemporaries (Michael M. Gerber, Robert L. Osgood) and individuals who played an important role during the described time period (Elizabeth Farrell, J. E. Wallace Wallin, Elise H. Martens, Samuel Kirk).*

*This paper also reveals the advantages and disadvantages of the segregation for education of individuals with different special educational needs. Study of the literature shows that there is no unambiguous clear answer to the question when and thanks to whom the formation of the system of special classes in the United States took place. However, since there are different opinions on this issue, these assumptions are presented to the reader. The publication also explains which students and for what reason were placed in special classes, and what conditions, educational programs and teacher were required for them. All the facts and events are presented in chronological order.*

*The conclusion summarizes the main points of the study.*

**Keywords:** *history of foreign pedagogy, special education, history of education in the United States, education of children with disabilities, education of children with special educational needs, education in the early twentieth century, special classes, ungraded classes, segregation.*

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*E. F. Sachinyaeva*

## **UNDERSTANDING THE TEACHER'S SUBJECTIVITY BASED ON DIFFERENT TYPES OF SCIENTIFIC RATIONALITY**

*Introduction. The article is devoted to the consideration of the issue of the manifestations of the teacher's subjectivity in pedagogical activity in the modern world of variability and unpredictability. Purpose of the article is to comprehend the understanding of the categories of subject and subjectivity from the standpoint of different types of scientific rationality to identify the initial conceptual structures of the concept of "teacher subjectivity" and their explication in the context of modern pedagogical reality.*

*Methods and methodology — analysis of the concepts of the subject and subjectivity that have developed in the humanities from the standpoint of V. S. Stepin of historical types of scientific rationality.*

*Results. The classical methodology in the question of the subject identified the problem of causal determination of human actions. Non-classical rationality proclaims the postulate of subjectivity and determines its social essence: the subject reveals himself in activity, is its prerequisite and condition for its fulfillment. Post-nonclassical rationality orients the consideration of the subject as an integral self-developing system that takes in the diverse contexts of the modern complex world, which form the subject's value attitude to the world and generate the sources of its activity.*

*In the conclusion, the author's understanding of the teacher's subjectivity is presented as the ability to reproduce one's own pedagogical being, to create oneself in the profession. The essential manifestations of the teacher's subjectivity include the philosophical understanding of pedagogical activity "at the level of the century", the ability to design pedagogical activity from the position of the subject of historical*

*action; the ability to maintain their own personal and professional integrity in a situation of uncertainty, to take on the risk of uncertainty, to be responsible for the choice and goal-setting in professional activity; the ability to construct one's own pedagogical being: the environment and the system of relations and interactions.*

**Keywords:** *subject, teacher's subjectivity, types of scientific rationality, value-motivational aspects of subjectivity, subject integrity.*

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S. N. Grishak

## **PROMOTING OF GENDER EQUALITY IDEA IN THE HIGHER EDUCATION SYSTEM**

**Introduction.** *The expediency of studying and comprehensive analysis of the experience of promoting the gender equality idea and disseminating gender knowledge in the higher education system of post-Soviet countries through national legislation is actualized. Gender equality implies equal rights, responsibilities and opportunities for women and men as well, and efforts of its promotion contribute to the awareness that the rights, responsibilities and opportunities of any person should not be limited to gender.*

**Purpose of the article.** *To analyze the legislative and regulatory framework of the higher education system in the post-Soviet countries as a basic basis for solving the problem of gender inequality in higher education and expanding knowledge about gender issues and to establish best practices that promote gender equality in the educational sphere, as well as facilitate the development of gender education.*

**Research methods.** *The research methods used in the article are determined by the comparative nature of the study, therefore the main ones are the method of content analysis, aimed at processing the regulatory framework from a gender perspective and the method of comparative analysis, which made it possible to identify the best practices of the post-Soviet countries in promoting gender equality idea in the higher education system. ... The use of general scientific theoretical methods helped to systematize and generalize the results obtained and to formulate conclusions for the article.*

**Results.** *It was established that the implementation of the gender component in the educational process of higher education system was supported by the improvement of the legislative and regulatory framework in accordance to the principles of gender equality, the creation of a target legislative and regulatory framework for gender equality, and the conduct of gender expertise of legislation directly in the field of education.*

**Conclusion.** *The analysis of the legislative and regulatory framework of the post-Soviet countries higher education system in each of these areas allowed us to identify a number of positive practices that contribute to promoting gender equality in education and the development of gender education as well. In turn this experience can serve an example for any country of post-Soviet region.*

**Keywords:** *gender equality, gender education, legislative and regulatory framework, gender expertise, higher education, post-Soviet countries.*

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## MODERN EDUCATION SYSTEMS AND THEIR PARTICULARITIES

**Introduction.** *Education systems of both developed and developing countries have been changed a lot due to globalization, establishment of innovation-based economy, industrial automation and total rearrangement of labour markets. These processes make skills of fast-learning and rapid adaptation to any environment the most required ones for modern society. Accordingly, many practitioners tend to renounce a traditional teacher-centered model of education in favor of personalized, self-determined learning, where the emphasis is placed on student's capability to self-education.*

**The purpose of the article** is to consider the impact of socio-economic processes related to post-industrial society on education and define and classify the main particularities of both traditional and contemporary educational models.

**Research methods.** *The article is conducted by using theoretical research methods such as analysis of the most proliferated theories of education, which underpin traditional and contemporary educational models; detection of the main particularities of each model; and defining the most relevant tendencies of education related to Education 3.0.*

**Results and conclusion.** *As modern labour markets are in need for multi-functional specialists, who can easily adopt to the fast-paced environment, the skills of fast-learning and self-education become the most important ones. In this regard, the traditional teacher-centered model of education can't provide labour markets with necessary specialists, because of its focus on knowledge transferring, instead of generating something new. As a result, there is a shift from Education 1.0 and Education 2.0, based on instructivist and constructivist theories, respectively, towards Education 3.0, in which connectivist and heutagogical approaches are proliferated.*

**Keywords:** *global tendencies in education, theories of education, pedagogy, andragogy, heutagogy, instructivism, constructivism, connectivism.*

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## ORGANIZATIONAL FORMS OF IMPLEMENTATION OF THE MULTICULTURAL CONTENT OF TEACHER EDUCATION

*The urgent problem of modern higher education is the need to select and introduce into the educational process of the university of various forms of teaching and educational work aimed at immersing students in the culture of professional activity. The implementation of the multicultural content of pedagogical education presupposes, along with the traditional for higher education pedagogy, the use of such forms of educational activity that will allow future teachers to become active participants in the dialogue on the development of labor functions in the context of the mastered training profile. The use of forms of practice-oriented education at the university is aimed at enhancing the cognitive activity of students based on research search, stimulating motivation to master the required professional standard of work skills and exercises in their practical application. The methodological basis of the*

*presented approach is the conceptual ideas of culturological personality-oriented education of a poly-cultural type (E. V. Bondarevskaya, O. V. Gukalenko), which focus on the need to design the multicultural content of pedagogical education in the context of culture and create cultural environments that allow students to identify themselves in pedagogical activity on the basis of the acquired experience: cognitive, activity, creative self-realization and emotional-value attitude with the results determined by the educational and professional standard. The method of projects allows integrating various types and forms of educational and cognitive activities of students to achieve a common goal, provides them with the opportunity to independently choose the ways of presenting the knowledge and skills they have formed, taking into account cultural identity. As a result of the experimental study, it has been proved that the determining factor in improving the quality of the fulfillment of the labor skills mastered by students is the level of personal-semantic attitude to educational activity and self-organization, formed in the process of mastering the multicultural content of pedagogical education.*

**Keywords:** *multiculturalism, teacher education, content, form, project method, cultural identity.*

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*S. V. Bogolepova*

#### **ANALYSIS OF STUDENTS' ONLINE LEARNING EXPERIENCE (AT A UNIVERSITY IN RUSSIA) AT THE TIME OF THE PANDEMIC**

**Introduction.** *In spring 2020 tertiary education in Russia underwent an unexpected transition online. The second transition, which was not that sudden, happened in autumn 2020. This study aims to examine students' experience of online learning in these periods of study. Having revealed the features of online instruction, the author analysed if these aspects were taken into consideration when university classes were moved online. The factors which influenced the perception of learning experience at the time of the pandemic were identified.*

**Methods.** *Data collection was two-staged. At the time of the first transition in March, 2020 a questionnaire was administered to HSE university instructors (N=69) in which they were required to self-assess the skills related to online teaching and to identify the skills that instructors need to develop. A month later a similar questionnaire was completed by HSE students (N=159). The students evaluated their instructors' medium-related skills and their learning experience. First-year students (N=71) completed the same questionnaire in November 2020. For quantitative data, descriptive statistics and pair correlations were calculated. The qualitative data were subject to semantic and thematic analysis.*

**Results.** *The students' evaluation of their instructors' online teaching skills was, in general, positive, and corresponded with the instructors' self-assessment. However, the evaluation of the online learning experience was negative in such aspects as learner motivation and involvement, individual approach to students, organisation and the use of time during synchronous classes. Students' commentaries revealed that the communication with the instructors was insufficient. The students noted that the instructors' technology-related and organisational skills defined the perception of the*

*effectiveness of online instruction.*

**Conclusions.** *The research revealed the instructors' tendency to focus on structural aspects of online teaching and to neglect the socio-constructivist aspect of online learning. When classes are moved online, instructors should become aware of the features inherent to the format to ensure students' full participation and adequate use of time.*

**Keywords:** *online instruction, distance learning, blended learning, student motivation, student engagement, communication, instructor competencies.*

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*A. V. Malyugina*

### **THE CHOICE OF EDUCATIONAL MATERIALS IN TEACHING ENGLISH AT POLICE ACADEMIES**

*The article identifies the problems of provision and choice of educational materials when teaching English at police academies. It also considers the classification of modern instructional materials, describes their usage in EFL classroom. The author shows the educational potential of computer and mobile technologies, textbooks and teaching materials developed by teachers of foreign languages departments; describes the main advantages and difficulties of their use at police academies. The article describes the innovative experience of creating electronic training manuals in the program didapages 1.2, used for training law enforcement officers. It is noted, that one of the most effective kinds of educational aids in teaching a foreign language is a systematic collection of selected materials on the studied topics with the possibility of working directly in them. The author also proves the effectiveness of personalized workbooks kept according to individual needs. There is also an example of the organization of such exercise books with cadets studying at the Faculty of Law in the article. Great importance is attached to the key role of IT in teaching English at the present stage. In conclusion, the author states that the proper use and combination of teaching / learning materials, taking into account the modern scientific achievements and peculiarities of the educational institution, enhances the intensity of the training course, builds an extensive base of available training resources and increases students' motivation.*

**Keywords:** *provision of teaching / learning materials, teaching and learning aids, foreign language, cadet, police, electronic training manuals, hands-on educational aids, personalized workbooks.*

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*L.A. Sazanova*

### **THE FEATURES OF TEACHING MATHEMATICAL ECONOMY TO STUDENTS OF INFORMATION SPECIALTIES**

*The subject of this work is the issues related to the teaching of the academic discipline "Mathematical Economics" to university students studying in the direction of "Applied Informatics". Its connections with related scientific areas and the corresponding academic disciplines of bachelor's and master's degrees have been determined. The relevance of the chosen research topic is explained by the practical*

*significance of the work. The problems and features of the content and teaching of this discipline in the context of modernity and an interdisciplinary approach are considered. This approach seems to be useful for generalizing knowledge in the field of modeling and researching economic systems and solving the corresponding applied problems. An overview of topics traditional for this discipline is presented, as well as recommendations for deepening and expanding the knowledge and skills of students, taking into account various types of contact and remote interaction with students, as well as their research work. The study used system-wide methods of analysis and synthesis, generalization and analogy, economic and mathematical modeling. The analysis of the subject matter, the relevance and peculiarities of teaching the discipline presented in the article is the result of a generalization of the author's pedagogical experience. An understanding of the main provisions of mathematical economics and the ability to apply in practice the appropriate methods of modeling and analysis contribute to a more holistic perception of the studied material by students, their successful conduct of research work, help to qualitatively formulate the problem and analyze the problem, justify the choice of the tools used during the preparation of bachelor's graduations qualification works and master's theses.*

**Keywords:** *mathematical economics, modeling, interdisciplinarity, intersectoral balance, production functions, teaching.*

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