Polushkina A. O., Ponevazh V. P., Bedareva L. Yu., Lomteva E. V.

MODERN APPROACHES TO EMPLOYMENT ASSESSMENT OF GRADUATES OF THE SECONDARY VOCATIONAL EDUCATION SYSTEM: DIFFICULTIES AND POSSIBLE SOLUTIONS

The employment of graduates of the secondary vocational education system has always been an object of close attention from the educational authorities and government authorities, as well as researchers, since this indicator assesses the effectiveness of the activities of professional educational organizations. Currently, the system of vocational education has not created tools that allow you to receive up-to-date, reliable and complete information about the employment of graduates of vocational educational organizations in the profession (specialty) received, the level of salary of graduates, as well as those employed after completion of training in the format of a demonstration exam and under a contract, about targeted learning. Statistical sources currently do not provide this information about graduates in the required volume.

The purpose of this article was to analyze the approaches to the current methods of monitoring the employment of vocational education graduates.

The authors considered the issues of monitoring the employment of graduates of professional educational organizations, carried out a comparative analysis of the employment indicators that exist at the present time, and proposed new indicators that reflect the real objective picture of youth employment.

Keywords: *employment, statistics, monitoring, secondary vocational education, labor market.*

Sukhin I. G.

RISKS IN EDUCATION: IDEAS AND APPROACHES TO THEIR ELIMINATION

Taking into account the global experience, the activity of Russia is considered in the context of the risks of general education. Researchers from many countries have devoted their work to identifying risks in education and measures taken to reduce them. The risks that threaten the domestic system of general education have been studied. Since we are talking about measures aimed at reducing risks, it is important to take into account national characteristics. The unifying bonds characteristic of all nations inhabiting the Russian Federation are: patriotism, service to the Fatherland, friendship, family, creative work, social justice, mutual assistance, collectivism. The main documents related to general education are analyzed: decrees of the President of the Russian Federation, government decrees, orders and recommendations of the Federal Service for Supervision in the Sphere of Education and Science, orders and recommendations of the Ministry of Education, filings of federal and national projects. These documents take into account the following: education as a social institution plays an important role in the process of socialization; education is a necessary fastener for the preservation of the national, cultural and linguistic unity of all peoples of the Russian Federation; reforming the education system should solve important social problems and contribute to the improvement of people's health, welfare and well-being; even small changes made to basic documents can lead to consequences that are difficult to account for. Initiative ideas and measures are identified and proposed to reduce the risks of general education. It is shown how these measures contribute to the implementation of the main directions of development of domestic education: updating the content of Russian education; creating an infrastructure that meets current trends; high-quality training, retraining and advanced training of teaching staff; development of effective management mechanisms for the education system.

Keywords: *education, risks, challenges to education, risks of education, pedagogy, Russian Federation, education system.*

Korneev A. A.

CURRENT TRENDS IN THE REGULATION OF THE DIGITAL EDUCATIONAL ENVIRONMENT IN THE RUSSIAN LEGAL SYSTEM

The Russian legal system is actively developing a legal framework for the implementation of the provisions of the national project "Education". The author of the article formulates current trends in the legal regulation of the digital educational environment as a constituent element of this project. The article proposes the author's formulation of the identified trends in the legal regulation of the digital educational environment as an element of the implementation of the constitutional right to education.

Keywords: *digital educational environment, education, the right to education, digitalization, digital constitutionalism, education system.*

Kozhevnikov S. M.

LOCAL PRACTICES FOR DISTRIBUTING INNOVATION IN THE FIELD OF PEDAGOGY

The article is devoted to the characteristics of the practices of managing the objects of innovative infrastructures in various regions of Russia, with an emphasis on the conditions of management for the successful dissemination of pedagogical innovations. Improving the quality of education is possible primarily through pedagogical innovations. Therefore, the state agency pays great attention to supporting organizations that are looking for solutions to priority tasks in the field of education. The study was carried out by the method of comparative analysis of regulatory and methodological documents using materials of in-depth interviews, expert assessments and opinions. For the first time, the author analyzed the experience of managing regional innovation hubs, identified general and specific characteristics of regional innovation "ecosystems", characterized the conditions and environment for the dissemination of pedagogical innovations in the regions of Russia, and compiled a generalized description of the model for managing regional innovation infrastructure facilities. The model includes a list of conditions for organization and management, recommended as targets for increasing the efficiency of innovation in the field of education.

Keywords: *innovation, management, innovation hub.*

Caroli Dorena

IN SEARCH OF NEW METHODOLOGIES FOR THE EDUCATION HISTORY AND ADVANTAGES OF THE TRANSNATIONAL APPROACH

The purpose of this article is to present new studies that are the result of the so-called "transnational turn" in the field of history of education. The introduction shows that at the beginning of the new millennium, several historians have noticed different moments of crisis in this field as a subject of teaching at the European level since the 1970s and have tried to offer new perspectives on this important area of research, based mainly on the methodology of social history. The first part of the article proposes a reflection on a new, transnational methodology, its appearance, and conceptual bases at the turn of the twentieth century. The second presents recent research conducted using this approach. These investigations note an interesting, renewed understanding of themes and historical issues at the global level as a result of interactions, networks and circulations of ideas and educational models.

Keywords: history of education, historiography, global history, transnationalism, XX century.

Tagunova I. A., Dolgaya O. I.

TRENDS IN THE ORGANIZATION OF TEACHER EDUCATION IN COUNTRIES LEADING IN QUALITY EDUCATION

The entry of the Russian Federation into the top ten countries of the world in terms of the quality of secondary education is one of the priority goals of education for our country in the coming years. It is impossible to reach a new qualitative level without increasing the efficiency of solving such educational tasks as regular updating of the content and forms of organization of teacher education. The appeal to the world trends in the development of teacher education in this article allowed us to reveal the meanings of the transformation of teacher education and to highlight the grounds on which teacher training is based in countries that show a high level of education quality. The authors of the article focus on the features of the selection of applicants for teachers and current organizational areas of teacher training, the specifics of the training of teachers of preschool institutions and primary schools, as well as the conditions of teacher training for the senior level of secondary school. The article pays special attention to the consideration of the mechanisms of compliance of the standards of professional training of teachers with the curricula and the entire process of teachers' education. The authors identify the dominant factors inherent in the updated standards and qualification frameworks of teachers. So for standards, this is the idea of the continuity of education, and for the teacher's qualification framework, it is a competence — based approach. The article highlights and characterizes the orientation of teachers' education and the types of teacher education programs. The main interest in describing trends in the organization of teacher education is directed to such countries as Finland, Denmark, Estonia, the Republic of Korea, Singapore, Taiwan, Australia, Japan, England and other countries.

Keywords: *world experience, trends, teachers, teacher education, foundations, standards, programs.*

Kosheleva I. N.

BASIC PRINCIPLES OF WORKING WITH EMERGENT LANGUAGE IN THE ENGLISH LANGUAGE CLASSROOM IN THE CONTEXT OF INTERACTION HYPOTHESIS

Over the past decade the research in foreign language teaching methods (more often in English language teaching) has been aimed at awareness of communication and that the language should relate to learners' reality and activate the learning process. Therefore, there has been renewed interest in interaction hypothesis where focus on form plays a significant role. In this way, communication between interlocutors best reflects how the foreign language is acquired. Allowing inaccuracies in expressing their thoughts learners use the language, thus the learning occurs. Accordingly, focus on form — attention to any language element, where there was a communication breakdown — contributes to the second language acquisition. Interaction between learners and a teacher aimed at miscommunication repair or increased knowledge about some language aspect engenders emergent language. Hence, the purpose of the article is to outline the principles of working with emergent language drawing on foreign experience. The research utilizes the following methods: analysis for identifying the core theoretical concepts, synthesis for their integration and addressing their interrelations, classification for grouping teacher's strategies to keep communication successful, interpretation for evaluation of the potential of work on emergent language. Described strategies provide favorable conditions for learning English since they aim at the meaning repair and expressing learners' ideas. Moreover, it contributes to the increased motivation and encourage the experimentation, open students' communication in groups. In addition to the classification the tasks oriented to recycling and consolidation of emergent language are presented. Finally, the article draws conclusions about the possibility of the application of the described strategies and the tasks that in turn will help the teachers to enhance their feedback skills and vary their classroom practice.

Golovchin M. A.

APPROACH TO THE ASSESSMENT OF READING CULTURE IN PUPILS AND HIS APPROBATION

The article presents a methodological approach to assessing the level of reading culture based on the generalization of sociological data and the results of its approbation on the example of schoolchildren attending the REC VolRC RAS.

On the basis of theoretical analysis, the author identifies scientific approaches to the definition of the term "reading culture": competence-based (narrow); pedagogical (broad); cultural (generalizing). It is determined that the assessment of the level of development of reading culture in science is carried out on the basis of the use of diagnostic (test) and sociological (questionnaire) methods. On the basis of theoretical analysis, a hypothesis was put forward about the influence of reading culture on the development of children's emotional intelligence.

As part of the study, a theoretical approach to reading culture was developed, according to which this phenomenon is a complex set of cultures for choosing, mastering and comprehending the text outside the established practices and norms. The system of indicators for assessing the reading culture is concretized. An algorithm for evaluating actions is proposed: from measuring private indices that determine the level of development of individual components of this phenomenon, to determining the general level of formation of the reader's culture (increased, basic or decreased).

As part of the approbation, data from a survey conducted among high school students were used. All observed cases were combined into groups of observations with different levels of development of the reading culture. The hypothesis about the possibilities of the development of interpersonal emotional intelligence in the younger generation through the formation of the reading culture has been confirmed. Conclusions are given on the reliability of research tools and further research prospects.

The results will be interesting and useful for practicing teachers, school psychologists, as well as in the training of teaching staff.

Keywords: *reading culture, emotional intelligence, culture of choice, culture of assimilation, culture of comprehension, approbation, k-means clustering, survey.*

Davlatova M. A.

HOW DOES TEACHING TRANSFORM WHEN DESIGNING A LESSON WITHIN BLENDED LEARNING?

The various factors constantly influence or change the professional activity of a teacher. One of the factors that changes teacher's activity is the use of flipped classroom (model of blended learning). The concepts of "blended learning", "flipped classroom", "teacher's professional activity"/ "teaching", as well as the components of the structure of the teacher's professional activity, are analyzed based on the studies of domestic and foreign scientists. The author presents the results of a study devoted to examining the experience of teachers of foreign languages who use the flipped classroom model. In addition, the identified transformations in the teacher's professional activity are indicated. Within the framework of research 28 semi-structured interviews with teachers of foreign languages from Moscow, the Moscow region, Yekaterinburg, Yoshkar-Ola, Voronezh and Mineralnye Vody were conducted. Based on the results of the study, the main difficulties in integration and implementation were identified, e. g., the unwillingness of the teaching staff of the school to accept educational innovations, a big load in preparing for a blended lesson in comparison with preparing for a traditional lesson, student motivation, etc.

Some types of changes in the teacher's activities in designing teaching process within blended learning were also found out based on the interview data, e. g., changes in the organization of the educational space, changes in the structure of the lesson, design of a teaching module, not a lesson, etc. Moreover, this type of teaching design can contribute to the continuous development of teachers, since the methodological, technical challenges faced by teachers enable them to read specialized literature, search for useful materials, take advanced training courses, etc.

Keywords: *teaching, teacher professional activity, blended learning, flipped classroom, teacher, blended learning models, foreign languages, instructional design, traditional lesson, blended lesson.*

Barteneva I. Yu., Levina M. S.

UTILIZATION OF AUTHENTIC PROFESSIONALLY ORIENTED PSYCHOLOGICAL TESTS IN TEACING FRENCH FOR SPECIAL PURPOSE

The article analyzes characteristic properties of authentic professionally oriented psychological tests and their usefulness when teaching French for special purpose. Practical part includes series of language activities and tasks to improve French professional communication skills through students' effective learning practices.

Keywords: *foreign language for special purpose, communication skills, professionally oriented tests, intercultural communication, motivation.*

Fedorov O. D., Bazhenov O. A., Galyaviev N. R.

POST-INDUSTRIAL SCHOOL: PEDAGOGY, DIDACTICS, METHODOLOGY

In the modern world, it becomes obvious that under the influence of global social shifts, the education system, its content, organizational structure and instructional design of educational programs are also changing. Modern discussions about the education of the future suggest that post-industrial pedagogy will proceed from the principle of a personal (individual) educational route, as well as actively use platform and digital solutions to reduce transaction costs, maintain the pace of learning and design educational programs.

The article discusses the didactic model of personalized competence education (PCBE), the authors provide a SWOT analysis of the model, as well as methodological examples within the framework of a specific topic of the history module in the 6th grade.

The pedagogical problem that is in the field of view of the authors of the article is the evolution of approaches to designing the content of education during the transition from an industrial to a post-industrial society. The purpose of the article is to analyze the advantages, disadvantages and potential opportunities of the personalized competence education model, which is currently being implemented in schools in various regions of our country.

The logic of the description corresponds to the logic of pedagogical knowledge: from the philosophical and methodological foundations of education to the general principles and laws of teaching and methodological solutions at the level of a separate subject.

The authors invite the pedagogical community to discuss the pedagogical and methodological foundations of personalized competence-based learning, an important part of which is to observe the fine line between traditions and innovations, as well as methodological solutions when designing the content of school education.

Keywords: *personalization of education, competence-based approach to education, instructional design, didactics, school of the future.*

Chernobay E. V., Koreshnikova Y. N.

DIDACTICS AND INSTRUCTIONAL DESIGN: WHAT IS COMMON AND WHAT IS SPECIAL?

One of the key characteristics of the modern world is high volatility. Accelerating changes cannot but affect the education system, requiring it to constantly improve itself, including the development of new solutions, proposals and approaches. As a result, in recent years, in foreign educational science there is a reassessment of the importance of such an approach as instructional design. An analysis of domestic research shows that in Russia more attention is paid to such a branch of pedagogical science that studies various problems of teaching, such as didactics. A study of the traditions of didactics and instructional design has shown that they have a lot in common. Taking this fact into account, it would be interesting to understand what similarities and differences between the two approaches are. The article attempts to compare didactics and instructional design by the method of content analysis on the following grounds — subject (focus), key questions to which they answer and their functions. The history of the development of the two directions is briefly shown, the characteristics that determine their general and special are presented. In conclusion, it is concluded that didactics and instructional design essentially answer the same questions about the goals, content, methods, forms of organization, means and methods of assessing learning outcomes. Their key difference is that instructional design is more practice-o riented and is associated with the development and study of new tools and technologies, primarily digital ones, based on the theory of learning.

Keywords: *education, didactics, instructional design, instructional design models, learning theory, learning problems.*