Marina I. Kuznetsova, Galina A. Sidorova

DIFFICULTIES OF RUSSIAN PRIMARY SCHOOL CHILDREN IN THE PROCESS OF COMPLETING TASKS OF THE COMPUTER VERSION OF THE INTERNATIONAL STUDY OF READING LITERACY PIRLS-2021

The article considers several groups of difficulties that have arisen Russian primary school children when performing the international comparative study of reading literacy PIRLS-2021 in a computer format: difficulties caused by the lack of strategies for reading digital texts in younger schoolchildren; difficulties associated with a shortage of reading skills that manifest themselves when reading texts from both paper and digital texts; difficulties associated with an insufficiently high level of formation of educational activity, manifested in insufficient self-organization, inability to focus on the task in the presence of distractions; difficulties associated with low cognitive activity and initiative when working with texts in the Internet environment; technical difficulties. Special attention is paid to the analysis of the causes of the identified difficulties and possible ways to overcome them.

Keywords: reading literacy, primary school children, computer format, PIRLS, digital texts, Internet environment

Acknowledgments. This article is based on the results of the 2021 state task "Overcoming difficulties in using computers in learning activities in primary schools (taking into account the PIRLS-2021 and TIMSS-2019 international comparative studies)".

For citation: Kuznetsova M. I., Sidorova G. A. Difficulties of Russian primary school children in the process of completing tasks of the computer version of the international study of reading literacy PIRLS-2021. *Domestic and Foreign Pedagogy*. 2022;1(2):7-26. (In Russ.). https://doi.org. 10.24412/2224-0772-2022-83-7-26.

Marina A. Bulavina, Dina V. Shulyatyeva

FLIPPED CLASSROOM IN THE COURSE "RUSSIAN LANGUAGE AND SPEECH CULTURE" FOR NON-PHILOLOGISTS

The relevance of research is based on the modern educational situation, which raises the question of the balance between traditional and new learning systems. The research focuses on the subject-subject relations of participants in the educational process and the possibility of their implementation using the flipped classroom strategy. The aim of research is to plan and implement a pilot project related to the content and form of conducting a flipped class in the study of the discipline "Russian language

and culture of speech" for non-humanities students. The research examines theoretical and applied aspects of the problem, because, on the one hand, it formulates the theoretical foundations of the pilot project, on the other hand, it offers for discussion and use the content of classroom and extracurricular assignments and the forms of their presentation to students in a flipped class mode. It focuses on active learning methods, which help stimulate the development of critical and creative thinking skills, improve the quality of academic performance, change attitudes towards the subject under study. The article describes the results of the implemented pilot project. The flipped classroom strategy has a positive effect on most of dimensions of the educational process: academic achievement, attitude to the subject and technology, the development of creative thinking skills, motivation to learn and self-study.

Keywords: flipped classroom, active learning methods, Russian language and culture of speech, digital man, online technology

For citation: Bulavina M. A., Shulyatyeva D. V. Flipped classroom in the course "Russian language and speech culture" for non-philologists. Domestic and Foreign Pedagogy. 2022;1(2):27-41. (In Russ.). https://doi. org10.24412/2224-0772-2022-83-27-41.

Natalya Yu. Artemchuk

EXPERIENCE OF READING SCHOOL STORIES IN EXTRACURRICULAR LITERATURE LESSONS IN 5-6 GRADES

Introduction. School stories take a strong position among other genres of children literature. Traditionally, authors of books for children and adolescents turn to moral, social issues. In modern literature the authors have begun to touch upon provocative topics in order to bring the reader closer to comprehending reality. By the one hand, the relevance is due to the invariably high interest of children in modern literature, which raises the problems of school life. On the other hand, the relevance is due to the lack of methodological development of issues related to the reading modern school stories in 5-6 grades. Meanwhile, the educational and upbringing potential of school stories is great. Purpose of the article. The purpose of the work is to theoretically substantiate, develop and implement methodological recommendations for the study of modern school stories in literature classes in 5-6 grades. Research methods. Theoretical and empirical research methods made it possible to create and test methodological recommendations for extracurricular reading lessons. The article includes lesson plans for

extracurricular reading of modern school stories by A. Fine "How to write really badly" and R. J. Palacio "The Wonder" for 5th and 6th grades. The stories of social problems are considered in terms of moral issues, including how people attitude towards children with disabilities. Stories' plots give an opportunity to survive situations of moral choice. Traditional methods of organization of the lesson and modern technologies are used for revealing the moral and philosophical potential of texts. Results. During the research, a hypothesis was proved: the study of modern school stories in literature classes in grades 5-6 is effective when the criteria for selecting books are defined, the books correspond to the age characteristics of schoolchildren, and students are involved in various activities. Conclusions. The purpose of the work, which consists in the theoretical substantiation, development and implementation of methodological recommendations, has been achieved.

Keywords: lessons of extracurricular reading, school stories, modern school stories, methodology of teaching literature, children with disabilities, social problems at children's literature

For citation: Artemchuk N. Yu. Experience of reading school stories in extracurricular literature lessons in 5-6 grades. *Domestic and Foreign Pedagogy*. 2022;1(2):42-57. (In Russ.). https://doi.org. 10.24412/2224-0772-2022-83-42-57.

Alexander N. Shamov, Sergey V. Chernyshov

SELECTION OF THE LEARNING TECHNOLOGIES AND THEIR INTEGRATION INTO THE EDUCATIONAL PROCESS WITHIN LEARNING A FOREIGN LANGUAGE

In the presented article, the authors consider the problem of selection and integration of existing educational technologies to achieve goals and objectives in the field of the subject "Foreign language". The problem of selection and integration of technologies is determined by the peculiarity of the language as an academic discipline. The foreign language speech is not only the main goal in teaching a non-native language, but also one of the most important and effective means of teaching it. Theoretical knowledge of the language is of secondary importance. They serve as an indicative basis for learning. The main thing in foreign language lessons is the formation of speech skills and abilities. They are important components of foreign language competencies (linguistic, speech, communicative, socio-cultural, discursive, etc.). The technologies selected for use in language lessons are focused on achieving the educational results formulated in the Federal State Educational Standards, in the requirements of Exemplary work programs in

foreign languages.

The authors of the article describe the conditions for choosing and including educational technologies from a large set of existing ones in the educational process of the language. The choice of technologies is based on specially developed methodological principles. The chosen technologies are aimed at mastering the components of the content of language teaching at school (linguistic, psychological, didactic and methodological).

The selected technologies are focused not only on the actual subject results of teaching, but also on educational, developmental and educational goals achieved with the help of a foreign language as a specific educational tool and medium.

The article describes the procedures for implementing the ideas of a technological approach in a modern school in the foreign language lessons. The procedures for using the ideas of the technological approach are based on: a) knowledge of the laws and regularities existing in the technological approach; b) knowledge of the inventory of existing (developed) technologies; c) rules for the selection and inclusion of educational technologies in the learning process in a non-native language; d) knowledge of the specific features of a foreign language lesson; e) the presence of a certain pedagogical and methodological experience of the teacher in choosing and using technologies in the educational process; f) the presence of a certain level of pedagogical intuition and the existing level of methodological culture in the teacher.

The educational technology chosen for use in a non-native language lesson tends to interact with other technologies. This makes the issue of their integration in the educational process of language relevant.

Keywords: pedagogical technology, selection of educational technologies, educational process in a foreign language, prerequisites for the inclusion of educational technologies in the educational process, technologies in foreign language lessons, integrative function of educational technologies, efficiency and effectiveness of educational technologies

For citation: Shamov A. N., Chernyshov S. V. Selection of the learning technologies and their integration into the educational process within learning a foreign language. Domestic and Foreign Pedagogy. 2022;1(2):58-74. (In Russ.). https://doi.org. 10.24412/2224-0772-2022-83-58-74.

Vladislav V. Serikov, Rafina R. Zakieva

EDUCATION QUALITY MANAGEMENT IN A TECHNICAL UNIVERSITY: STATUS, PROBLEMS AND TRENDS

The article reveals the possibilities of managing the quality of education in a technical university based on the assessment and monitoring of students' professional development. Considering that a competency-based model of education is being implemented in a modern university, the authors consider the professional development of a specialist as a consistent mastery of professional activities, which is expressed in the development of a system of competencies that reflect the various functions that a specialist of this profile should master. Assessing the success of this process, the heads of departments, faculties and the university as a whole can make decisions on adjusting the content, teaching methods, update the use of various resources that increase the effectiveness of the educational process.

The purpose of this article is to identify the possibilities of systemic monitoring of the professional development of students as a factor (tool) for managing the quality of education in a technical university. The object of the study is the quality of education in a technical university, and the subject is an assessment of the dynamics of professional development of students of a technical university as a tool for managing the quality of education. Research objectives: to analyze the initial state of the problem of education quality management; identify gaps in the study of the problem; to systematize the existing approaches to education quality management; propose a model of education quality management based on a continuous objective assessment of the professional development of students of technical universities using the "digital twin" resource. Research results: a model of education quality management based on a continuous objective assessment of the professional development of students of a technical university is proposed. Conclusion: the assessment of students' professional development serves as a measuring tool and, accordingly, a source of information for decision-making.

Keywords: educational quality management, competence, assessment of training quality, digital twin in education, diagnostics of the quality of vocational education

For citation: Serikov V. V., Zakieva R. R. Education quality management in a technical university: status, problems and trends. *Domestic and Foreign Pedagogy.* 2022;1(2):75-86. (In Russ.). https://doi.org. 10.24412/2224-0772-2022-83-75-86.

Maria I. Koverova

TRAINING SCHOOL LEADERS TO USE MOTIVATIONAL MECHANISMS IN MANAGING INNOVATION PROCESSES

The article examines the content and conditions for training the leaders of

educational organizations to build the mechanisms of the motivation system for the management and training of the school staff as a single team. Efficient management of the pedagogical team is one of the principal's fundamental functions in a modern educational organization in the context of the digital transformation of education.

Keywords: motivation of teachers as an educational leader function, innovative competence, digital management resources

For citation: Koverova M. I. Preparing school leaders to use motivation mechanisms in managing innovation processes. *Domestic and Foreign Pedagogy.* 2022;1(2):87-101. (In Russ.). https://doi.org. 10.24412/2224-0772-2022-83-87-101.

Svetlana V. Bogolepova, Mariya A. Kirsanova

MOOC INTEGRATION INTO A UNIVERSITY LANGUAGE COURSE: A CASE STUDY

Despite the spreading practice of integration of open massive online courses (MOOCs) in tertiary education, research in this field is insufficient. Case studies in higher education in Russia, especially in language- related disciplines, are even more scarce. The aims of this study are to assess the effectiveness of MOOC integration by evaluating the gain in linguistic skills and to explore students' experience and their attitude to MOOC integration. In order to evaluate the effectiveness of the integration the MOOC, parallel pre-test and post tests were developed. The results obtained by students were compared to detect if the online course contributed to the improvement of linguistic skills. The students' experience and attitudes were revealed by both qualitative and quantitative analyses of the survey answers. Students' open answers were subject to semantic and thematic analyses. Descriptive statistics were calculated for closed responses. The students worked with the course in a self-paced mode. The vast majority of students consider MOOC integration successful. The students emphasized such advantages of MOOCs as flexibility, convenience of format, diversification and individualization of the learning experience. However, when students work with a MOOC in a self-study mode, the gain in linguistic skills may be insignificant. Weak social and cognitive engagement is a recognised feature of MOOCs, and it can be mitigated when further classroom practise and interaction with peers and the instructor supplement self-study.

Keywords: blended learning, massive open online course, MOOC, MOOC integration, engagement, individualisation

For citation: Bogolepova S. V., Kirsanova M. A. MOOC Integration into a University Language Course: a Case Study. Domestic and Foreign Pedagogy. 2022;1(2):102-120. (In Russ.). https://doi.org. 10.24412/2224-0772-2022-83-102-120.

Daria A. Kuznetsova, Irina A. Solovieva

ANALYSIS OF THE EFFICIENCY OF TRANSITION TO DISTANCE LEARNING AT THE POLYTECHNICAL INSTITUTE OF VYATKA STATE UNIVERSITY

To assess the effectiveness of the transition to distance learning in a pandemic mode, we conducted a survey of second-year students and teachers, associate professors and professors of the Faculties of Construction and Architecture, Electrical and Technology, Engineering and Design of the Polytechnic Institute of Vyatka State University. As a result, we got the following results: the majority of students and teachers have adapted well to the format of distance learning. Most of the students of all faculties found many positive aspects when studying in a distance learning format, however, in the future they would like to continue their education in a mixed form (lectures and practical classes — remotely, and laboratory classes — in-person in laboratories). On the contrary, the teachers did not find any advantages for themselves and would not like to continue working in a distance format. Also, most of the traitors noted a decrease in the results of mastering the knowledge and skills of students, while the students themselves did not find this pattern in themselves.

Keywords: pandemic, distance education, students, teachers, questionnaires

For citation: Kuznetsova D. A., Solovieva I. A. Analysis of the efficiency of transition to distance learning at the Polytechnical institute of Vyatka State University. Domestic and Foreign Pedagogy. 2022;1(2):121-131. (In Russ.). https://doi.org. 10.24412/2224-0772-2022-83-121-131.

Anatoly V. Ovchinnikov

PROBLEMS OF SHAPING THE CONCEPT OF SUBJECT-SPATIAL DEVELOPING ENVIRONMENT OF PRESCHOOL EDUCATION IN THE DOMESTIC PEDAGOGICAL THOUGHT OF THE MID-19TH TO EARLY 21ST CENTURY

The article is devoted to the genesis of the concept of Subject- Spatial Developmental Environment enshrined in the Federal State Standard of

Preschool Education. It shows that active study of the formation of a favorable environment for young children was characteristic of all periods of development of the theory and practice of domestic preschool pedagogy, dating back to the middle of the 19th century — the time of the formation of pedagogy as a field of scientific knowledge.

It is noted that during Soviet times, the issues of the pedagogical organization of the learning environment for preschool children gained high practical and scientific relevance. During the first years after the revolution of 1917, they had a pronounced socio-political nature, and then, gradually, they acquired a psychological and pedagogical orientation. The attention of scientists and practitioners was also focused on organizational issues that contribute to the effectiveness of the implementation of scientific results in the practice of preschool pedagogy.

Emphasis is also made to the important role of Russian pedagogical science of the post-war period in the development of the problems of the learning environment of preschool educational institutions, the formation of the idea and concept of a developmental subject environment, which became an important basis for the creation, at the end of the 20th century, of the concepts of preschool education based on the ideas and principles of humanistic pedagogy.

The article concludes that in modern conditions the concept of subject-spatial environment gains an increasingly strong scientific and pedagogical substantiation based on the connection of practical work experience and taking into account the rich historical and pedagogical tradition of preschool education in Russia.

Keywords: federal state standard of preschool education, subject-spatial developmental environment, social environment, subject activity, history of preschool pedagogy in Russia, concepts of preschool education

Acknowledgments. The article was written under the state assignment of FSBSI "Institute for Strategy of Education Development of the Russian Academy of Education" № 073-00007-21-07 "Updating the content and ensuring methodological support of the modern quality of preschool education".

For citation: Ovchinnikov A. V. Problems of shaping the concept of subject-spatial developing environment of preschool education in the domestic pedagogical thought of the mid-19th to early 21st century. Domestic and Foreign Pedagogy. 2022;1(2):132-147. (In Russ.). https://doi.org. 10.24412/2224-0772-2022-83-132-147.

Victoria K. Pichugina

HERCULES AS A BAD STUDENT: A CURRICULUM FOR THE ANCIENT GREEK HERO

The article analyzes the images of Heracles-student, which are present in the texts of ancient authors and on ceramics of VI-V centuries BC and give an idea of the curriculum for the ancient Greek hero. The educational path of the hero is the least studied part of the history of ancient pedagogical culture, despite the great attention of ancient authors to the biography of Heracles and the extensive tradition of discussing his exploits. The uniqueness of the birth of Heracles, the paradox of double paternity, and the more complex position between mortals and immortals than other heroes, is also indicated by Homer. Since Heracles begins to act like a hero already in childhood, ancient authors describe him as a small adult who does not need too much care from his mother Alcmene and foster father Amphitryon. As Heracles grew older, his educational path probably lined up in the logic of the educational program for the aristocrat of his time, which necessarily assumed the presence of many mentors. Narrative and visual traditions allow us to say that Heracles the student was far from always successful and organically integrated into the educational space of the city. The curriculum for Heracles is described by Theocritus and Apollodorus, naming, respectively, six or five teachers and the spheres to which they introduced Heracles. The propensity for violence and the constant desire to turn force into law led to the fact that paideia for a person turned out to be of little use for training and educating such a hero as Heracles. He killed three of his mentors and became the personification of an impulsive and not very educated person: an ideal hero, but not an ideal student.

Keywords: ancient pedagogical tradition, curriculum for the hero, educational ideal, educational space of the city, Heracles, Chiron, Linus.

Acknowledgments. The research was supported by Russian Science Foundation grant no. 18-78-10001, https://rscf.ru/project/18-78-10001/.

For citation: Pichugina V. K. Hercules as a bad student: a curriculum for the ancient Greek hero. Domestic and Foreign Pedagogy. 2022;1(2):148-167. (In Russ.). https://doi.org. 10.24412/2224-0772-2022-83-148-167.

Dawei Soon

PEDAGOGICAL PROBLEMS OF TUTORING IN RUSSIA AND CHINA

The article discusses the main advantages and disadvantages of such an educational form as tutoring. Both in Russia and in China, tutoring is aimed

at meeting educational needs, increasing the level of knowledge and developing the abilities of students, and preparing them for passing exams and tests. The advantages of this form of education (individual approach, intensity of classes) and the shortcomings of tutoring (poor attention to the development of universal learning activities, lack of collective learning activities) are noted. Also indicated are such negative aspects of tutoring, inherent in both Russia and China, as a pragmatic approach to the choice of educational content, the focus of training on private individual goals.

Keywords: tutor, training, Russia, China, learning environment, educational requests, individual approach

For citation: Dawei Soon. Pedagogical problems of tutoring in Russia and China. Domestic and Foreign Pedagogy. 2022;1(2):168-174. (In Russ.). https://doi.org. 10.24412/2224-0772-2022-83-168-174.

Andrey A. Korneev

DIGITAL EDUCATIONAL ENVIRONMENT IN THE CONTEXT OF THE DIGITAL TRANSFORMATION OF EDUCATION: DEVELOPMENT OF THE LEGAL FRAMEWORK

The development of general principles for regulating the digital transformation of education is the most significant aspect in the general direction of creating a unified legal framework at the federal level in the field of education. The author outlines the most pressing issues related to the mechanism for the introduction of digital technologies, the solution of the legal regulation of which should be aimed at the implementation of constitutional principles and guarantees in education.

Keywords: legal framework, digital educational environment, constitutional rights, regulation of digital transformation of education

For citation: Korneev A. A. Digital educational environment in the context of the digital transformation of education: development of the legal framework. *Domestic and Foreign Pedagogy*. 2022;1(2):175-183. (In Russ.). https://doi.org. 10.24412/2224-0772-2022-83-175-183.