

*Ivanova S. V.*

## **INTERDISCIPLINARITY AND A SYSTEMIC APPROACH AS ETHODOLOGICAL FOUNDATIONS FOR THE STUDY OF EDUCATIONAL SPACE**

**Abstract.** The article presents the methodological foundations used by the author to study the educational space, in particular, interdisciplinary and systemic approaches. The author substantiates the application of interdisciplinarity in scientific research, as well as indicates some mistakes made in interdisciplinary research. The article shows that the basis of most interdisciplinary research is a systemic approach. The author presents the recommendations on the issue of compliance with the basic principles and rules in interdisciplinary research, shows the methods for using modelling as a general scientific method, proves the need for such research in order to obtain objective scientific results in the special conditions of the existence of an educational space as an integral system prone to constant subjective influences during the functioning of subjects. The article shows that the educational space is a complex system with level gradation, hierarchical structure, the ability to model both the integral structure and individual systems and substructures, which requires constant attention to improving the research methodology.

**Keywords:** methodology, educational space, methodological foundations, interdisciplinarity, systems approach, modelling

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*Bazhenov O. A.*

## **RECONTEXTUALISATION IN THE SYSTEM OF APPROACHES TO THE STUDY OF SCHOOL CONTENT**

**Abstract.** The presented article is devoted to one of the most important topics of pedagogy — the problem of the curriculum. Foreign studies fix the phenomenon of recontextualization. It is the meaningful and semantic transformation of the educational content

between the intended, implemented and attained curriculum. It makes possible to see the multidimensional construction of the content of school education, which is necessary for designing all changes in the system of system of education. The author demonstrates the importance of studying teaching practices, which is often not established by theoretical studies. As a fundamental conclusion, the author develops the thesis about the need for changes in didactic research: from the intended to implemented curriculum. The article is aimed at developing further discussion in Russian pedagogy about the role of the empirical data in the structure of modern research.

**Keywords:** school curriculum, didactics, modern school, teacher practices

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*Gukalenko O. V.*

### **DEVELOPING OF EMOTIONAL INTELLIGENCE OF FUTURE TEACHERS AS A TOOL FOR IMPROVING THE QUALITY OF HIGHER PEDAGOGICAL EDUCATION**

**Abstract.** Based on studies of emotional intelligence in the domestic scientific, pedagogical and psychological literature, the methods of forming emotional intelligence in the system of higher pedagogical education are substantiated. The emotional intelligence of a teacher is considered as a factor in improving the system of teacher training, as a condition for social adaptation of students of a pedagogical university, as a means of improving the quality of education in higher education, as a tool for preventing the syndrome of emotional burnout of teachers. The positive practices of the formation of emotional intelligence in the conditions of the university are analyzed, the ways and features of the development of the emotional intelligence of future teachers are revealed.

**Keywords:** emotional intelligence, system of professional teacher education, modern teacher, pedagogical skills, prevention of emotional

burnout of teachers, improving the quality of teacher training

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*Girinskiy A. A.,  
Lepetiukhina A. O.*

### **CITICAL THINKING AS A SKILL OF HUMAN ORIENTATION IN MODERN SOCIETY**

**Abstract.** The article attempts to define critical thinking by analyzing the main features of modern society. The authors analyze in detail the problem of the lack of a unified definition of “critical thinking” in modern educational philosophy and pedagogy. Even though such a definition does not exist, the necessity of developing this skill can be found in normative documents, and the practice of teaching “critical thinking” has been widespread for a long time. In this article the authors polemize with the common understanding of “critical thinking” that is associated primarily with the development of logic and familiarizing students with the theory of argumentation. The realities of modern society connected with the disappearance of the authority of traditions, high speed of changes, development of new technologies and emergence of new “risk profiles”, as shown in the article, force us to consider the need to form more complex, integrated skills, which are not formed without the development of “humanitarian thinking”, “historical consciousness” and a sense of civic identity and responsibility. These aspects are illustrated in the article by analyzing the sociological theory of modernity by E. Giddens and the “compensatory theory of modernity” of the Ritter school (G. Lubbe and O. Marquard). The article argues that the

development of these competencies should be included in the concept of “critical thinking”.

**Keywords:** critical thinking, education, philosophy, modern, pedagogy, patriotism, historical consciousness

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*Rotenfeld Yu. A.*

## **PHILOSOPHICAL AND PEDAGOGICAL MATRIX AND SYSTEM OF NEW DIDACTIC CATEGORIES**

**Abstract.** Pedagogy explores the connection between the teaching activity of a teacher and the cognitive activity of a student, through the main categories of pedagogy, which include such classification concepts as “teaching”, “learning”, “education” and a number of others. At the same time, in any element of pedagogical activity, its “cell”, there are two sides: a teacher and a student, the relationship between which can be described using specifically universal comparative concepts such as “opposite”, “orthogonal”, “additional”, “similar” and others. The unity of these unambiguous scientific concepts defines and organizes the entire system of didactic relations that characterize the subject of didactics as part of pedagogical science. Comparative concepts are important because they reflect basic natural and social relations and turn pedagogy into a strict objective science.

**Keywords:** pedagogical process, training, education, matrix, pedagogy, didactics, style of pedagogical communication, meta-subject, philosophy of science

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2022;1(6):58–72. (In Russ.). [https://doi.org/ 10.24412/2224-0772-2022-88-58-72](https://doi.org/10.24412/2224-0772-2022-88-58-72).

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*Rutkovskaya E. L.,  
Polovnikova A. V.,  
Sorokin A. A.*

**THE POTENTIAL OF A SOCIAL STUDIES COURSE IN  
THE CONTEXT OF SHAPING STUDENTS' VALUE  
ATTITUDES IN THE IMPLEMENTATION OF BASIC  
GENERAL EDUCATION PROGRAMMES**

**Abstract.** The formation of values and value relations is an important component in the formation of personality, the key to successful inclusion of the individual in society. School education plays an essential role in the process of formation of values and value relations. A special place in this process, due to its special potential in this context, is occupied by the course of social science. In the school course “Social Science”, three main blocks are distinguished as the main components of the content: the “knowledge” block, the value-normative block, and the activity block. The article notes that value relations are an integral part of the process of transition of knowledge and skills, formed in the study of social science, to the level of their practical application. Mastering the components of the content of social science education by students, including the system of values of modern society and value relations, ensures the formation of their functional literacy, which corresponds to the development trends of modern educational systems and is directly provided for by the requirements of the Federal State Educational Standard for Basic General Education, approved in 2021.

**Keywords:** social science, components of the content of social science education, values, value relations, functional literacy, educational result, primary school, methods of teaching social science

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*Stepanova M. V.,  
Shamov A. N.*

## **CRITERIA FOR FOREIGN LANGUAGE TEXTBOOK EVALUATION**

**Abstract.** Textbook as a means of teaching has been, is and is expected to always be in the focus of attention of all those who are interested in the educational process. Expert evaluation of the textbook on the suitability of its use in the educational process is an important and debatable issue. The article raises the question of the criteria for the expert evaluation of the textbook. According to the article authors' opinion, the criteria should include a block of methodological criteria for evaluating a textbook. As the criterion evaluation of a textbook in methodological terms, the analysis of a foreign language textbook from the point of didactics and teaching methodology is the most effective way to choose the optimal means to achieve the planned educational result. The authors of the article propose to determine the effectiveness of teaching method used in the textbook to form the foreign-language communicative competence. Moreover, this criterion is the main one, as the method allows us to determine the degree of effectiveness of the study process presented in the textbook, the possibility of achieving the goal under given conditions. It is also important to analyze the system of methodological techniques to implement the method, as well as the system of assessment. The system of exercises to form skills should be evaluated as well. The authors of the article are sure that the evaluation of the textbook cannot be reduced to filling in the proposed graphs using the answers "yes"/"no". According to the results of the expert evaluation, the teacher should understand which methodological system is proposed by the authors in a particular textbook, what its strengths and weaknesses are.

**Keywords:** foreign language textbook, textbook evaluation criteria, methodological criteria, method, system of methodological techniques, system of exercises, assessment system

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*Sergeev P. V.*

### TEACHING GEOMETRY IN STEM STREAMS

**Abstract.** In the article we propose one of the possible ways to teach (plane)Euclidean geometry in engineering and STEM-based streams of the high school. The key idea consists in intensification of the calculation component of the course (coordinates, vector geometry) while retaining the classical national proof-based approach. We aim to discuss the syllabus of plane geometry with regard to STEM education while keeping in mind the children interested in further engineering education.

**Keywords:** Euclidian geometry, teaching geometry, STEM, method of coordinates, vector geometry

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*Kruglov V. V.*

### POSSIBILITIES OF DIGITAL TECHNOLOGIES IN THE SPHERE OF EDUCATION

**Abstract.** Digital technologies are increasingly penetrating our lives. The use of digital technologies in the field of education has long been comprehensively considered in pedagogical science and practice. However, the use of digital technologies in the field of education (as opposed to the field of education) has not yet become the subject of close scientific study. This article discusses the potential of digital technologies in the field of education.

**Keywords:** digital technologies, education, educational activities, the use of digital technologies in education

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Makarova V. A.,  
Portnova O. A.

### **IMPROVING STUDENTS’ SOCIOCULTURAL COMPETENCE IN THE PROCESS OF REALISING THE EDUCATIONAL POTENTIAL OF A UNIVERSITY CLASS**

**Abstract.** The article explores the relationship between the concepts of “social competence”, “socio-civil competence”, “citizenship”. Civic competence is considered as a structural component of social competence among students of the training direction “Organization of work with youth”. This direction is a special field for improving social-civic competence, since the content of subject training is largely aimed at deepening social knowledge, relationships and experience, which is directly related to the formation of citizenship as a personal characteristic. The need to improve social-civic competence as part of the social competence of the student’s personality is dictated by modern processes taking place in the world. The authors point to the inseparability of education and upbringing in the educational process of the university, focusing on the educational potential of the lesson. The conditions for improving the socio-civil competence of students are consistently disclosed. The first is the teacher’s possession of a high civic culture. The second is the use of the educational possibilities of the content of the subject, which combines a value approach to the content of the subject, forming the necessary social knowledge. The third is the use of pedagogical technologies aimed at developing socially approved relations and acquiring socially significant civic experience. The effectiveness of immersion in social technologies in the classroom has been confirmed. It is concluded that it is possible to include in the

educational process a general educational organization, a specialist in working with youth as an adviser to the director for education and interaction with children's public associations.

**Keywords:** social and civic competence, subjectivity of education, citizenship, work with youth

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*Naydenova N. N.*

## **EVALUATION OF LEARNING OUTCOMES IN THE PROCESS OF STANDARDISATION FOR UPDATED CONTENT OF GENERAL EDUCATION IN FOREIGN COUNTRIES**

**Abstract.** The accelerated transition during the pandemic to a hybrid form of education in all countries of the world has changed the standardization of education in general, making the content of general education the focus of changes. Standardization in the formation of content has changed its structure according to the hierarchical and tripartite approaches to transformation at all its levels with an interdisciplinary measurement of the achievement of planned results, including competencies of various types, educational and practical results, personal education and development of key types of intelligence (cognitive, social and emotional). Undoubtedly, these changes have led to a radical change in assessment procedures and to the introduction of modern measurement tools at all levels of standardization: from the textbook to the standard. The lack of modern assignments for self-assessment of one's own results in textbooks and in educational and methodological materials for the student and his parents leads to an increase in educational difficulties and ambiguity in the interpretation of the teacher's assessments for the student's performance of certain tasks. In addition, the transition to a hybrid form of education has increased the teacher's professional difficulties

in the current assessment of the results of educational achievements.

The purpose of the article is to summarize modern changes in the standardization of education in foreign countries, associated with the tripartite and hierarchical approaches to the formation of content (teaching, learning and assessment) at all five levels of standardization. Acquaintance with foreign experience in standardization of education revealed the main aspects related to the formation of content, in accordance with the vector of development of standardization: in assessment (reliability, validity, measurement accuracy, interpretability, self-assessment), in learning (social and emotional intelligence, communicative competence) and in teaching (personalization, group and project training).

**Keywords:** content formation, complex standardization, comparative education, evaluation of results

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*Gerasenkova K. A.*

## **PROFESSIONAL DEVELOPMENT OF HIGHER EDUCATION TEACHERS ABROAD: APPROACHES, IMPLEMENTATION EXPERIENCE**

**Abstract.** The article is devoted to the study of approaches to improving the professional qualifications of teachers of higher educational institutions abroad. The problem raised in the article is due to the increased importance of the issues of advanced training of teachers of higher education in modern conditions of modernization of Russian higher education based on a personal approach and

insufficient development of the theoretical foundations of the process of individualization, personification and personalization in additional education. The substantiation of the relevance of the problem of advanced training of teachers is given by analyzing existing problems in this area, such as the high rate of changes in public life, the need for teachers to acquire new competencies and improve existing ones, and the difficulties of self-actualization of teachers. The purpose of the article is to analyze the theoretical approaches and practical experience of professional development of teachers abroad, to characterize the implemented approaches: individualization, personification and personalization. The methodological base uses approaches formulated by leading scientists in the field of student-centered education using the methods of individualized, personalized and personified learning. Specific examples of the implementation of the above approaches in the process of professional development of higher education teachers in the USA, Finland and the UK are given, a description of the goals, results of the stages and procedures for applying the person-centered approach in practice. As a result, a comparative analysis of the practical implementation of individualized, personalized and personified improvement of teachers' professional skills and abilities is presented. In conclusion, the article contains conclusions about the analysis of the methodology and practical cases of advanced training of higher education teachers using a person-centered approach.

**Keywords:** professional development, educators, higher education, personcentered approach, individualisation, personalisation, personification

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*Kolpakov S. N.*

## THE “AUTHOR’S POSITION” CONCEPT IN THE SCHOOLTEACHER PROFESSION

**Abstract.** In this article in the context of collaborative pedagogy on the basis of empirical material as well as literature analysis the necessity of constructing the concept of authorial position in professional activity of a schoolteacher is substantiated. Based on such characteristics as precedence, direction, productivity, efficiency, pedagogical actions, relation to precedents and basic mode of activity type a distinction of author and subject position is made. In addition, the hypothesis is substantiated that the teacher’s authorial position contributes to solving such problems as the formation of internal interest in the profession of schoolteacher and the formation of research interest in own professional activity, professional burnout, formalization of activities to implement innovations in the educational process and the organization of school life as a space of innovation.

**Keywords:** joint activities, subject position, author’s position, precedent, educational situation, research, pedagogical action, innovative activity

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