

Osokin I. V., Volodina L. O.

PERSONALIZED SUPPORT FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF TEACHERS OF SCHOOLS WITH LOW EDUCATIONAL RESULTS

Abstract. *The article presents the process and results of personalized support for the development of professional competencies of teachers of schools with low educational results based on the material of work with teachers of the Vologda oblast, reveals the features of the environment and the contingent of students of schools with low educational results, presents the main aspects and competencies that ensure the teacher's resilience (subject, methodological, psychological-pedagogical, communicative, digital, "flexible" skills). An approach to the development of individual educational routes is proposed, a comparative analysis of the results of self-diagnosis of teachers' professional competencies, as well as the educational achievements of their students before and after the implementation of personalized support is given, confirming the effectiveness of the implemented measures.*

Keywords: *personalized support for the development of professional competencies of teachers, a school with low educational results, an individual educational route, professional competencies of teachers, academic resistance of teachers*

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Shvets-Teneta-Gurii O. A.

SIMULATIVE AND MODELLING EXERCISES AS A COMPONENT OF LEARNING IN THE PREPARATION OF INFORMATION TECHNOLOGY SPECIALISTS FOR TEACHING

Annotation. *The article presents the results of a study devoted to the use of simulative and modeling exercises in the training of specialists in the field of information technology and programming languages for teaching in*

the system of extended professional education. The article substantiates the use of simulative and modelling exercises as a component of training such specialists in the process of preparing for teaching in the system of additional professional education. The main content of the article is an analysis and generalization from the perspective of the contextual approach of the results of the experiment conducted on the basis of the organization of extended professional education. It is shown that the use of simulative and modelling exercises, in which learners participate both in the position of students and in the position of teachers, has a positive effect on the effectiveness of training, expressed in the form of increased motivation of learners to work as teachers, as well as in the form of high ratings of teaching activities of such learners by their students.

Keywords: *didactics, contextual learning, extended professional education, simulative and modelling exercises, distance learning, adult teaching, information technology, programming languages*

For citation: Shvets-Teneta-Gurii O. A. Simulative and modelling exercises as a component of learning in the preparation of information technology specialists for teaching. *Domestic and Foreign Pedagogy*. 2023;1(2):23–35. (In Russ.). DOI: <https://doi.org/10.24412/2224-0772-2023-91-23-35>.

Dzyatkovskaya E. N., Pustovalova V. V., Dlimbetova G. K.

“THE GREEN SCHOOL”: WHAT TO TEACH?

Abstract. *The article puts a problem of constructing the content of modern ecological education for sustainable development, aimed at forming students' ecological culture. The article substantiates its features connected with interdisciplinary problems (natural-science-social-humanitarian-technological orientation) and transversal (transdisciplinary) character in relation to the content of school subjects. The possibilities of forming students' ecological culture, which is limited to educational work and ecological practices in the environment without changing the content of educational literature, are critically considered. The problem of reflection of environmental education for sustainable development in textbooks for general education system is raised. The UNESCO Global Education Monitoring Report (2016) calls on the world's governments to review the*

content of their textbooks in line with the core values of the 2030 Agenda for Sustainable Development, to use these values in updating textbooks and organizing workshops for their authors and illustrators (UNESCO, 2016). The possibilities of textbooks in disseminating the values of sustainable development and shaping an environmental culture are described: the authority of textbooks for teachers and students; the large number of teaching hours devoted to academic subjects; their compulsory study; the use of textbooks in preparation for exams. It is concluded that education today does not fully meet the task of preparing citizens who are motivated to solve the urgent problems facing society. Options for updating educational literature as an important means of shaping students' modern ecological culture, their readiness to solve priority tasks of sustainable socio-economic development for the state have been proposed. The conclusion is made that the issues of environmental education for sustainable development can and must take an appropriate place in the textbooks for all classes and subject areas.

Keywords: “green” school, eco-school, education for sustainable development, environmental education, textbook content

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ACTIVITIES OF PSKOV GYMNASIUMS IN THE FIELD OF SPIRITUAL AND MORAL EDUCATION OF STUDENTS IN THE LATE XIX — EARLY XX CENTURY

Abstract. *The article examines the activities of gymnasiums of the Ministry of Public Education of the provincial city of Pskov in the late XIX — early XX century in the field of spiritual and moral education of students, which is in demand in our time. The purpose of the study is to study the activities of gymnasiums in the spiritual and moral education of their students as institutions of classical education, although they are the subject of a dispute about their effectiveness, but they were the most common educational institutions, and were distinguished by the desire to receive secondary education through them by the widest social strata and confessions. Research methods: analysis of archival documents, analysis and interpretation of the information received. As a result of the conducted research, it was possible to reveal that spiritual and moral education in the period under review was based on a religious value-semantic basis, from the Christian standpoint of the attitude towards neighbors, outlining the entire life path of a person. These attitudes were based on sacrificial service to neighbors, consonant with the ideals proclaimed by the Decree of the President of the Russian Federation “On the approval of the Foundations of State Policy for the preservation and strengthening of traditional Russian spiritual and moral values”, which has already been called aimed against “selfishness, and for the family”. We also managed to establish that moral requirements were also imposed on gymnasium teachers who took a kind of oath obliging them to serve in their field “without sparing their belly”. The brilliant galaxy of graduates of the Pskov Emperor Alexander the First Blessed Gymnasium is a vivid confirmation of the correctness of the task of educating its students.*

Keywords: *traditional values, religious consciousness, spiritual and moral education, educational work, gymnasium*

For citation: Borisov B. Yu. Activities of Pskov gymnasiums in the field of spiritual and moral education of students in the late XIX — early XX century. *Domestic and Foreign Pedagogy*. 2023;1(2):52–59. (In Russ.). doi: <https://doi.org/10.24412/2224-0772-2023-91-52-59>.

Kilep G. L.

A MODEL FOR THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOL STUDENTS BY MEANS OF PROJECT ACTIVITIES

Abstract. *Project activity in foreign language lessons has a significant potential for the formation of the communicative competence of primary school students. However, in the existing school practice of teaching a foreign language, project activity is not organized purposefully and systematically as a mean of developing communicative competence, its organization is episodic. This is largely due to the fact that pedagogical science has not developed a model for the development of the communicative competence of primary school students through the purposeful organization of group project activities.*

Purpose of the article: to model the process of developing the communicative competence of primary school students by means of project activities.

Results. As a result of the research, the author clarified the resources of project activity in the formation of the communicative competence of primary school students. A model, aimed at the full implementation of project activity resources in the development of the communicative competence of primary school students, has been developed.

Keywords: *communicative competence of primary school students, project activity, model of development of communicative competence, foreign language lessons, blended learning, digital educational resources, scaffolding*

For citation: Kilep G. L. A model for the development of communicative competence of primary school students by means of project activities. *Domestic and Foreign Pedagogy*. 2023;1(2):60–75. (In Russ.). doi: <https://doi.org/10.24412/2224-0772-2023-91-60-75>.

Kosovtsov N. E.

THE METHODOLOGICAL PROBLEMS OF MODERN VOCAL ACADEMIC EDUCATION IN RUSSIA

Abstract. *This article is dedicated to the development and actuality of the traditional theoretical and practice base of the modern vocal academic education in Russia.*

The article gives an analysis of theoretical methods of the vocal academic education of the vocal teachers. Description of the main problems of the modern vocal education.

The high result level of the modern vocal education is possibly only with the help of active methodical vocal teacher programs.

Keywords: *vocal education, vocal apparatus, theoretical knowledge, teachers methods, empirical method*

For citation: *Kosovtsov N. E. The methodical problems of modern vocal academic education in Russia. *Domestic and Foreign Pedagogy*. 2023; 1(2): 76–90. (In Russ.). doi: <https://doi.org/10.24412/2224-0772-2023-91-76-90>.*

Iuventin-Favsta T. A.

ORGANIZATIONAL AND PEDAGOGICAL SUPPORT OF PROFESSIONAL SELF-DETERMINATION OF STUDENTS THROUGH THE STEAMS APPROACH

Abstract. *The article presents the STEAMS model of the approach to creating a developing environment and professional self-determination of students. The relevance of the problem is determined by the novelty of the approach to organizing career guidance work with schoolchildren, options for integrating classroom and extracurricular activities to form the competencies of the professions of the future among students, reflects the experience of the innovation platform. The prerequisites for the study were the following problems: the high importance of introducing innovative solutions into schools and teaching schoolchildren new professions of the future. The purpose of the article is to analyze the existing problem in the focus of modern challenges and educational policy, social partnership and*

networking. The broad context of educational and social transformations is taken as a methodological basis. The model of STEAMS approach and network interaction of innovative platforms is revealed. Conclusions are drawn about the result of the experimental work and the prospects of the proposed model of organizational and pedagogical support for the professional self-determination of students as an effective educational practice.

Keywords: *career guidance, self-determination of students, innovative educational environment, networking, experimental sites, STEAMS approach*

For citation: Iuventin-Favsta T. A. Organizational and pedagogical support of professional self-determination of students through the STEAMS approach. Domestic and Foreign Pedagogy. 2023;1(2):91–104. (In Russ.). doi: <https://doi.org/10.24412/2224-0772-2023-91-91-104>.

Lvova L. S.

NEW ORGANIZATIONAL AND MANAGEMENT CENTERS FOR THE DEVELOPMENT OF ADDITIONAL EDUCATION IN THE REGIONS

Abstract. *The article presents an analytical review of the process and results of changes in the management of additional education in the period 2017–2022, gives a scientific description of the organizational and managerial neoplasm — the regional model center for additional education, which was the result of the introduction of the Target Model for the development of regional systems of additional education for children within the framework of the National Project "Education." From the perspective of the methodological foundations of the Institute of Education, the HSE substantiated the prerequisites for modernizing the management of additional education (accessibility, coverage of additional education, integration and cooperation of resources). Based on the analysis of regulatory documents, the functional characteristics and organizational and management mechanisms of the regional model center are presented (coordination of interlevel interaction with municipal reference centers and educational organizations, coordination of interdepartmental interaction in the fields of education, sports, culture (interdepartmental council), regional*

navigators of additional education, personalized accounting, personalized financing of additional education). An analysis of the achievement of the RMC indicators of further education coverage is presented. The article substantiates the prospects for the development of the activities of the RMC as organizers and coordinators of the development of additional education in the regions based on the ecosystem approach, institutional continuity, network integration and cooperation.

Keywords: *additional education of children, target model of development of regional systems of additional education of children, regional model center, organizational and management mechanisms, coverage of additional education*

For citation: Lvova L. S. New organizational and management centers for the development of additional education in the regions. *Domestic and Foreign Pedagogy*. 2023;1(2):105–120. (In Russ.). doi: <https://doi.org/10.24412/2224-0772-2023-91-105-120>.

Andreeva Yu. V.

CREATING A SITUATION OF SUCCESS IN THE CONTEXT OF THE IDEAS

Annotation. *Introduction. The twenties of the XX century became an important stage in the development of the classical principle of pedagogical optimism, thanks to the works of A. S. Makarenko. Methodology and methods. The philosophical and anthropological views of A. S. Makarenko (“tomorrow's joy”), V. A. Sukhomlinsky (“the joy of knowledge”), Sh. A. Amonashvili (“the joy of cooperation”) led to innovative searches in the field of humanistic pedagogy associated with the creation of a situation of success at the present stage of society development and led to the classification of the situation of success by types of joy A. S. Belkina. The results of the study. The analysis shows that in a situation of success, methodological updating of classical pedagogical techniques is carried out in accordance with the variable specifics of modern school and pedagogy. In a situation of success, the classical pedagogical principle of “tomorrow's joy” by A. S. Makarenko and its variable derivatives are combined: the principles of the joy of knowledge and the joy of cooperation. Discussion. Among the pedagogical conditions formed under the influence of*

pedagogical techniques, there is a variation: from the “major tone” of the A. S. Makarenko collective to the “intellectual background” of V. A. Sukhomlinsky and A. S. Belkin. Conclusions. The variable unfolding of the success situation occurs in accordance with each step-by-step pedagogical technique of its entire internal psychological structure and pedagogical technology of its creation in educational activities.

Keywords: *the principle of pedagogical optimism, the situation of success, tomorrow's joy, the joy of knowledge, the joy of cooperation, perspective*

For citation: Andreeva Yu. V. Creating a situation of success in the context of the ideas A. S. Makarenko. *Domestic and Foreign Pedagogy.* 2023;1(2):121128. (In Russ.). doi: <https://doi.org/10.24412/2224-0772-2023-91-121-128>.

Vasilyeva V. V.

REFLECTION OF THE SOCIO-CULTURAL DYNAMICS OF TRADITIONAL VALUES IN THE IMAGES OF MONGOLIAN SCHOOLCHILDREN ABOUT THE HOLIDAYS

Abstract. *The success of the educational methods used in the work of a teacher largely depends on the level of development of the value ideas of schoolchildren, among which the traditional values of the people are the basis of the morality of the child, but they are currently object of the negative influence of globalization. The preservation of the ethnocultural orientation of education with the priority of educating Russian citizenship in the face of the negative influence of Western culture remains an unresolved problem for pedagogical science and practice, which explains the interest in the educational system of Mongolia, which is in the process of sociocultural changes at the junction of globalization trends (Westernization) and the tasks of preserving the ethnocultural orientation. Traditional holidays are the most powerful transmitter of national traditional values, an effective means of instilling national pride, which launches the mechanism for the formation of national identity. The purpose of the article is to study the sociocultural dynamics of traditional values in schoolchildren's ideas about traditional holidays using the example of Mongolia, which has retained the ethnocultural orientation of education.*

Methodology and research methods: study of social perceptions of urban and rural students about traditional holidays by anonymous written survey (n = 209), comparison in urban and rural samples. The study revealed a stabilizing axiological core of traditional holidays associated with the values of patriotism based on national pride; family values; love and respect for loved ones; hospitality; respect for elders; and love for children, a decrease in the popularity of national holidays in the urban sample was found.

In conclusion, it is concluded that globalization has a negative impact on the national identity of urban Mongolian youth, which is reflected in a decrease in their interest in national traditions and values.

Keywords: *traditional values, education, traditional holidays of Mongolia*

For citation: Vasilyeva V. V. Reflection of the socio-cultural dynamics of traditional values in the images of mongolian schoolchildren about the holidays. *Domestic and Foreign Pedagogy*. 2023;1(2):129–143. (In Russ.). doi: <https://doi.org/10.24412/2224-0772-2023-91-129-143>.

Borisenkov V. P., Chaozheng Zh.

ETHNOCULTURAL EDUCATION IN CHINA AND TEACHER TRAINING

Abstract. *Ethnocultural education is considered as a possible tool for the development of teacher education in order to overcome its disarray, which leads to the unification of cultures, to the replacement of national cultures by a general mass culture, to the spiritual deformation of the individual in a consumer society. The article deals with the phenomenon of ethno-cultural education, its problems and approaches to its implementation. Especially in the context of globalization and the in-depth development of ethnic culture, students of pedagogical universities, as future teachers, should improve their own knowledge about ethnocultural education in order to achieve the goal of improving the quality of education in multicultural society.*

Keywords: *ethnocultural education, teaching staff, ethnocultural approach, multiculturalism, system of teacher education, “Outline of the National medium-term and long-term plan for the reform and development*

of education (2010–2020)”, multicultural, requirements for a modern teacher

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Melnik Iu. V.

THE ROLE OF A FRIENDLY EDUCATIONAL ENVIRONMENT IN THE PROCESS OF EXCEPTIONAL LEARNERS' SOCIAL AND PEDAGOGICAL INCLUSION

Abstract. Introduction. *The social and pedagogical inclusion of learners is the result of the combinatorial impact of various determinants that affect both the content of the educational process itself and the interactive network of exceptional individual's contacts in his / her interaction with various groups of subjects of teaching and educational activities. A special role in this context belongs to the analysis of the impact of a friendly educational environment on the substantive foundations of the inclusion of exceptional learners from the point of view of both the academic and psychosocial field of activity of the key agents of inclusive education.*

Purpose of the article. *The purpose of this work is to study, within the framework of a foreign theoretical and methodological context, the correlation relationship between the friendliness of the educational environment and the educational, social and intrapersonal results of individual growth and development achieved by each learner in an inclusive group, regardless of his / her possible individual characteristics or distinctive development features.*

Methodology and research methods. *This study is based on the following interrelated methodological approaches: socio-transformational; anthropocentric; subjective; activity. The methodological base included a set of analytical, descriptive and reflective methods of work.*

Research results, discussion. *A friendly educational environment is one of the central factors in ensuring successful social and pedagogical inclusion of exceptional individuals in their performance of a number of academic and socially interactive activities. The friendliness of the teaching*

and educational environment is the central starting point for the elimination of possible barriers of various origins that arise during the learning and socialization of an exceptional person in the general education system. Friendly behavioral patterns are built on the basis of the practical implementation of a number of principles for building inclusion (such as, for example, reliance on the value of diversity, centrality on the legal aspects of implementation of joint education of all persons, proximity in relation to each individual in the educational continuum, etc.). Based on the analysis of theoretical frameworks existing in foreign countries, a set of features of the environment (such as dialecticity, flexibility, instrumentality, etc.) that contribute to the comprehensive achievement of the effect of social and pedagogical inclusion for each member of the school community in the educational and social processes of activity is distinguished in the article. The paper outlines the main conditions that contribute to the formation of friendliness of the educational environment as a predictor of the implementation of inclusive activity. A set of some functions that the educational environment implements in the course of exceptional persons' education and socialization (identification, mobilization, status and role and others) is defined in the research.

Conclusion. *In general the creation of teaching and educational environment in the school that takes into account to the maximum extent the needs and individual capabilities of all subjects of the process of education and upbringing (both directly learners and teachers, as well as other subjects of activity) is today one of the priority areas for the development of modern interethnic politics. In this context, the supporting environment of an educational institution plays a basic functional role when learners, as well as other subjects of activity, perform the required actions for the person's academic development and his social, communicative, as well as psychological inner growth.*

Keywords: *friendly educational environment, friendliness of the environment, social and pedagogical inclusion, inclusive education, exceptionality, exceptional learner, socialization, learning, predictor*

For citation: Melnik Iu. V. The role of a friendly educational environment in the process of exceptional learners' social and pedagogical inclusion. *Domestic and Foreign Pedagogy*. 2023;1(2):153–168. (In Russ.). doi: <https://doi.org/10.24412/2224-0772-2023-91-153-168>.

Maximova M. V., Etuev Kh. Kh.

EEG HEADSETS APPLICATION EXPERIENCE IN EDUCATION: SYSTEMATIC LITERATURE REVIEW

Abstract. *In recent years, the results of electroencephalography (EEG) have been widely used in the educational research to assess and monitor students' mental and emotional state during learning. There is a need for analysis this global trend of EEG headsets application for educational purposes as a perspective on applying it in Russian research and in the classroom to improve the quality of learning in higher education. The possibility of using EEG headsets in Russian scientific research to improve the educational process led us to the need to analyze its international trends in educational field. Thus, this study aimed to identify demand and possibilities to apply and conduct research using EEG-headsets in Russian universities. This study conducted a qualitative systematic analysis of scientific articles on the application of EEG headsets from 2011 to 2021. The analysis showed an increase in research that applied EEG headsets to explore the impact of new pedagogical methods and technologies on the effectiveness of the educational process. However, there is a need for more practical research that uses quantitative analysis. A review of publications also showed that EEG headsets provide relatively accurate cognitive and emotional data of each student, which is usually difficult to obtain using other methods and tools. Although, for an in-depth analysis, it is necessary to compare the EEG headset data with other results from diverse methods and tools. The study also proposed recommendations for the use of EEG headsets in Russian scientific research in the field of education, specifically to assess the impact of online learning on students' mental and emotional state*

Keywords: *university, electroencephalography, EEG in education, educational technology, systematic literature review*

For citation: Maximova M. V., Etuev Kh. Kh. EEG headsets application experience in education: systematic literature review. *Domestic and Foreign Pedagogy*. 2023;1(2):169–185. (In Russ.). doi: <https://doi.org/10.24412/2224-0772-2023-91-169-185>.

VALUE PARADIGM OF SCHOOL RELIGIOUS EDUCATION IN ENGLAND IN THE BEGINNING OF THE XXI CENTURY AND ITS INFLUENCE ON THE THEORY AND PRACTICE OF TEACHING THE SUBJECT OF RELIGION

***Abstract.** The article examines the essence of the discourse on the problem of religious education and its functions in the content of school education, determined by the value of the subject of religion on the example of England.*

It is pointed out that, on the one hand, the political rhetoric of England consistently defends the connection between the study of different worldviews and social stability, recognizes the high role of the study of religion in schools for the consolidation of society, the development of tolerance and respect for different worldviews, and the education of democratic values. In addition, the value of religious education is emphasized as an inherently valuable aspect of humanitarian knowledge.

On the other hand, the uniqueness and indispensability of religious education is denied. It is argued that similar functions can be taken on by other humanitarian subjects (which also carry a certain burden of developing moral qualities, nurturing a sense of social justice) or even the most general aspects of the organization of educational activities. The general expediency of any attempt to make the pursuit of truth (in its various forms) as the goal of education is also questioned.

It is concluded that the tendency of recent years to shift the focus in the content of the discussed discipline from the religious life itself and the goals of nurturing leads to the fact that the transcendental value of religious education is increasingly being replaced by general educational and political ones. Accordingly, it is becoming more difficult for British society to find sustainable justifications for the study of religion in school. Thus, the continuity of the tradition of teaching religion in schools has recently been threatened in the UK.

***Keywords:** values of religious education, teaching religion at school, British school curriculum, traditions, moral and spiritual development of the individual, religious education, confessional approach, world religions, religious life*

For citation: Razbaeva E. V. Value paradigm of school religious education in England in the beginning of the XXI century and its influence on the theory and practice of teaching the subject of religion. *Domestic and Foreign Pedagogy*. 2023;1(2):186–203. (In Russ.). doi: <https://doi.org/10.24412/2224-0772-2023-91-186-203>.
