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## **“CONVERSATIONS ABOUT IMPORTANT THINGS”: WHAT DO HIGH SCHOOL STUDENTS THINK ABOUT THE DIALOGUE WITH THE TEACHER ABOUT TRADITIONAL RUSSIAN VALUES?**

**Abstract.** In the system of general education at the present time the acuteness of the problem of familiarizing high school students, who need value orientations to determine their life goals and priorities, with traditional Russian values has increased. An innovation in the system of extracurricular activities — “Talking about Important”, the implementation of which required the study of high school students' opinions on its effectiveness and suggestions for its improvement based on systematic feedback from them, has contributed to solving this problem. The purpose of the study is to develop and implement a way to assess the readiness of high school students to have a dialogue with a teacher about traditional Russian values. The article is based on the results of anonymous surveys of high school students implemented in September — November 2022 in all subjects of the Russian Federation. It identified the factors which condition the inclusion of high school students in the dialogue with the teacher about traditional Russian values and ensure its effectiveness. The authors identify the key problems of insufficient involvement of high school students in the dialogue activity, as well as the main directions and relevant, from the respondents' point of view, measures to improve the results of the “Talking about Important”. The findings have significant implications for the broader context of current issues related to the implementation of innovations in general education.

**Keywords:** extracurricular activities, readiness for dialogue, dialogue with the teacher, “Talking about Important”, high school student, traditional Russian values, teacher, emotional assessment of the class

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*Ulanovskaya I. M., Yanishevskaya M. A.*

**DEVELOPMENTAL RESULTS OF PRIMARY SCHOOL  
EDUCATION ON THE BASE OF  
D. B. ELKONIN — V. V. DAVYDOV PROGRAM**

**Abstract.** The article presents the theoretical foundations of the developmental learning program, which is implemented in practice of Moscow school No. 91. The principal difference of the developmental learning program is the specially organized educational content, which allows students to master the system of scientific concepts in the course of solving of learning problems. In order to assimilate the conceptual content, students must constantly act in a situation of searching, testing hypotheses, constructing models, dialogue and discussion, cognitive conflict, evaluation and control of their own actions and the actions of partners. Thus, in the process of mastering of scientific concepts, students obtain various metasubject competencies, in particular “learning to learn”. In accordance with the requirements of the current Federal State Educational Standard of Primary General Education, the authors evaluated the effectiveness of the D. B. Elkonin — V. V. Davydov developmental learning program according to criteria related to indicators of achievement of metasubject results of primary education. The goals of the study are: a) assessment of the ability of primary school graduates (who mastered developmental learning program of D. B. Elkonin — V. V. Davydov) to develop ways of solving problems (analysis), carry out cognitive reflection, plan solutions and b) comparative analysis of cognitive competencies development results of students from schools with different educational programs of primary education.

Research Method — diagnostic technique “Transposition” (author — A. Z. Zak) allows to determine the level of formation (theoretical or

empirical) of the most important cognitive competencies of analysis, reflection and planning.

Results. The results of the study, confirmed by the data of long-term monitoring of the formation metasubject competencies in primary schools implementing the developmental learning programs prove that the educational program of D. B. Elkonin — V. V. Davydov creates favorable opportunities for students to form the foundations of theoretical analysis, meaningful reflection and planning as the most important prerequisites for the child cognitive development.

**Keywords:** educational program of D. B. Elkonin — V. V. Davydov, metasubject results, theoretical cognition, empirical cognition, cognitive reflection, content analysis, planning, diagnostics

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*Kolina E. S.*

## THE COMPLEX APPROACH TO ECO-LITERACY

**Abstract.** The article is devoted to substantiation of expediency of application of complex approach to formation of eco-literacy of schoolchildren in the context of modern ecological education — for sustainable development. The differences between the primary, functional and academic environmental literacy are considered. The analysis of opinions of domestic and foreign researchers on components of primary eco-literacy and its place in ecological education is resulted. Several groups of definitions of primary eco-literacy are allocated: including ecological knowledge and value relations; containing also cognitive abilities — ecological thinking; adding to them an active component — abilities to define and estimate a condition of the environment and to organize nature protection activity. Along with these the definitions considering eco-literacy as personal result of education, an initial stage of formation of ecological culture of the person are defined. The author considers a parity of eco-literacy and the basic model of ecological culture as “a part” and “the whole”

using the integrated approach. Characteristics of the integrated approach, its difference from systemic and holistic approaches are given. Examples of the application of the integrated approach in the Federal educational programs are given. The advantages of using the integrated approach in relation to ecological literacy are considered, which allows to reveal its general subject cultural character. Such approach allowed specifying the structure of eco-literacy, reflecting in it all invariants of the basic model of ecological culture of personality: axiological, semiotic, technological, personal-creative, reflexive-evaluation components.

**Keywords:** eco-literacy, ecological culture, complex approach, ecological education, indicative system of actions

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*Zhadko N. V., Morozova I. S.*

## **ON STRATEGIC DEVELOPMENT PROJECTS: INSTITUTIONAL ANALYSIS OF THE SCIENTIFIC POTENTIAL OF THE BORIS SHCHUKIN THEATRE INSTITUTE**

**Abstract.** The article describes the institutional analysis of the scientific potential of The Boris Shchukin Theatre Institute for the project of development of scientific activity within the framework of “Priority 2030”. The concept and structure of scientific potential are considered. Priority directions of the development of scientific potential as a factor of strengthening the competitiveness of The Boris Shchukin Theatre Institute have been identified.

**Keywords:** scientific research, The Boris Shchukin Theatre Institute, “Priority 2030”, scientific potential, scientific personnel potential, scientific activity, design of scientific activity, institutional analysis in project activity, development project

**For citation:** Zhadko N. V., Morozova I. S. On Strategic Development Projects: Institutional Analysis of the Scientific Potential of the Boris Shchukin Theatre Institute. Domestic and Foreign Pedagogy. 2023;1(3):58–70. (In Russ.). doi: 10.24412/2224–0772–2023–93–58–70

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## AUTONOMY IN DIVERSITY, OR HOW WE CAN TRAIN FUTURE TEACHERS TO WORK IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT

**Abstract.** The paper summarizes the methodological positions of Russian and foreign researchers that correspond to the author's scientific views on teaching students successful communication in a multicultural inclusive environment, overcoming communication failures in their future professional activities. Structurally, it is divided into theoretical and practical parts. The diachronic research method determined the logic of reasoning in the theoretical part, contributed to the implementation of a consistent historical analysis of the conceptual evolution of the concept of “inclusion”. The author used the possibilities of dichotomy to consider the concepts of the research field, namely: inclusion — exclusion, involvement — autonomy, autonomy — diversity. The practical part demonstrates examples of an inclusive educational route in the process of teaching students-future teachers of the French language. It presents a set of six exercises, the sequence of which is determined by the traditional general didactic and methodological principles of teaching a foreign language.

Based on the dichotomous unity specified in the theoretical part of the paper, the content of the practical part is presented in the same dichotomous perspective. It is based on the principles (differentiation/individualization), methods (group and individual) that determine the types of interaction (class/group, dyad/individual, expert/novice), activities (group project/small group work/ individual task), assessment procedures (peer review/self-assessment, etc.). The theoretical and practical parts of this paper develop the idea of uniting different and autonomizing the common, which is the quintessence of the undertaken research.

**Keywords:** inclusion, autonomy, future teacher, foreign language, diachronic approach, dichotomy

**For citation:** Orekhova E. Y. Autonomy in diversity, or How we can train future teachers to work in an inclusive educational environment. Domestic and Foreign Pedagogy. 2023;1(3):71–85. (In Russ.). doi: 10.24412/2224-0772-2023-93-71-85

## CRITERION-BASED ASSESSMENT IN FORMATION OF UNIVERSITY STUDENTS' INTERCULTURAL COMPETENCE

**Abstract.** The authors of this study use the concept of “intercultural competence” (IC) as a complex and generalizing one, without reducing the object of study to foreign language communication with representatives of other cultures. Due to the artificial narrowing of the field of IC formation to linguodidactics, diagnostic methods do not consider the cognitive and metacognitive elements of IC. Existing methods have a number of limitations and shortcomings, including: organization based on self-assessment, toolkits in a foreign language, focus on the goals and values of non-formal education, lack of use and implementation recommendations. The authors of the study are convinced that in order to fill the existing gaps, it is necessary to develop accessible and transparent assessment criteria. This study was aimed at developing a relevant system for assessing the level of IC formation in formal higher education (Russia). To achieve the goal, we turned to the methods of survey and modeling. A survey of applicants (N = 178) was conducted to assess the potential for the development of international education and to correlate the content of future criteria with their intercultural profile. The authors have developed diagnostic criteria, a scale and an assessment procedure. The proposed system for assessing the formation of IC was tested in 2021–2023 at Siberian Institute of Management — a branch of the RANEPА, this article presents the results of several control groups (N = 96). The results of approbation confirm the methodological potential of the criteria-based assessment of IC. Criteria-based assessment indirectly increases the level of awareness of students, allows to track both individual and group progress. The interdisciplinary nature of the criteria and the easy-to-understand speech formulas guarantee: 1) the possibility for students to evaluate each other in the framework of training educational practices; 2) long-term observation of the development of IC by teachers of different disciplines according to a single template; 3) a common understanding of goal-setting in the formation of IC by all participants of the educational process.

**Keywords:** criterion-based assessment, intercultural competence, assessment of competence-formation, assessment criteria and scales

**For citation:** Yurchenko M. A., Fedorov O. D. Criterion-based assessment in formation of university students' intercultural competence. *Domestic and Foreign Pedagogy*. 2023;1(3):86–105. (In Russ.). doi: 10.24412/2224–0772–2023–93–86–105

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*Belgrai N. V., Korneeva A. N.*

**FEATURES OF THE CONTENT OF THE DISCIPLINE  
“OCCUPATIONAL SAFETY IN THE INDUSTRY” FOR  
STUDENTS STUDYING IN THE FIELD OF TRAINING  
44.04.04 “VOCATIONAL TRAINING (BY INDUSTRY)”**

**Abstract.** The article is devoted to the issues of improving the process of training future teachers of vocational training. The problem discussed in the article is due to the increased requirements for future specialists in various industries, which puts forward increased requirements for the training of teachers. The purpose of the article is to substantiate the need to profile the discipline “Occupational safety in the industry” in order to develop the necessary professional competencies of future specialists. Based on the analysis of regulatory, psychological and pedagogical literary sources, the problem of inconsistency of the content of the discipline, modern requirements for the future teacher of vocational training is determined. The hypothesis is put forward that the profiling of the discipline “Occupational safety in the industry” will contribute to increasing the levels of formation of such indicators: readiness to solve professional tasks, knowledge component in the subject area, the desire for further self-improvement and motivation.

The research methodology includes theoretical methods: analysis, synthesis, comparison, generalization, problem statement; empirical: study of literature, documents and results of activity, observation, survey, questionnaire, experiment, etc. According to the results of the experiment, the evaluation of learning outcomes was carried out and a statistical analysis of the following indicators was carried out the formation of readiness to solve professional tasks, the formation of the knowledge component in the subject area, the desire for further self-improvement and motivation.

As a result of the study, the authors come to the conclusion that the content of the discipline “Occupational safety in the industry” requires serious modernization (profiling), which will increase the efficiency of mastering the material, develop interest in the profession, and as a result, prepare a qualified specialist who will meet modern requirements, able to perform labor functions at a high level.

**Keywords:** teacher of vocational training, Occupational safety in the industry, specialization, industry, students

**For citation:** Belgrai N. V., Korneeva A. N. Features of the content of the discipline “Occupational safety in the industry” for students studying in the field of training 44.04.04 “Vocational training (by industry)”. Domestic and Foreign Pedagogy. 2023;1(3):106–119. (In Russ.). doi: 10.24412/2224–0772–2023–91–106–119

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*Rezvanova I. Yu., Tuzhilkina I. S.*

## **SITUATIONAL JUDGMENT TEST: SELECTION OF CANDIDATES FOR PARTISIPATION IN THE PROFESSIONAL COMPETITION OF TEACHER**

**Abstract.** The Professional Competitions play an important role in the education of teachers and students. They develop interest, competencies, and increase involvement. It is important to us to understand what tools competition organizers use to select participants and to attract new participants. We conducted the Situational Judgment Test in 2022, the sample included 2542 participants of the International Competition. Using the psychometric analysis and the methodology of the Item Response Theory, we found that the Situational Judgment Tests are an objective and reliable tool for selecting participants. The results showed good reliability (0,69), which is close to the model value (0,72). The data regarding respondents and tasks are in good agreement with the model. This is a good indicator for the Situational Judgment Test based on the Critical Incidents. The test is difficult, average ability of the participants (measure = –0,73). 62% of the responds completed the test. It is important for the Competitive selection of candidates. Our results extend research into the reliability of the



Situational Judgment Test which assessed only according to the Classical Testing Theory.

**Keywords:** situational judgment tests, item responds theory, psychometric test analysis

**For citation:** Rezvanova I. Yu., Tuzhilkina I. S. Situational judgment test: selection of candidates for participation in the professional competition of teachers. *Domestic and Foreign Pedagogy*. 2023;1(3):120–137. (In Russ.). doi: 10.24412/2224–0772–2023–93–120–137

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*Goncharov M. A., Krivko Ia. P.*

## MAIN DIRECTIONS OF MILITARY-PATRIOTIC AND PHYSICAL EDUCATION OF SCHOOLCHILDREN IN THE PRE-WAR YEARS OF THE XX CENTURY (BY THE MATERIALS OF THE LITERARY-ARTISTIC AND SOCIO-POLITICAL MAGAZINE “PIONEER”)

**Abstract. Introduction:** the article contains an analysis of the content of the articles of the Pioneer magazine of the 30s of the twentieth century, which reflect the issues of popularization military affairs among schoolchildren. The purpose of the article is to analyze the content of the articles of the journal “Pioneer” of the 30s of the twentieth century, devoted to the popularization of military affairs among children and adolescents. **Research Methods:** the basis of the research is an integrated approach that combines systemic, historical and axiological approaches, implemented through a descriptive method, comparative historical, problem chronological.

**Results:** the main areas of military-patriotic and physical education of schoolchildren on the pages of the magazine “Pioneer” include the publication of literary and artistic materials on the Red Army, the life and work of prominent military leaders, heroes of wars and labor, as well as literary works dedicated to sports and athletes. A large volume of articles was aimed at popularization a healthy lifestyle, sports, which was reflected in the content of special headings on the sports training of schoolchildren. A separate area of the journal's work was activity to substantiate the importance of the military training of pioneers, including through passing

the standards “Voroshilovsky shooter”, “Be ready for work and defense” (BRWD), participation in military games. Detailed instructions were printed for the manufacture of self-firing devices, communications equipment that could be used in military operations. The article highlights special collections of books for schoolchildren, the content of which is aimed at the military-patriotic and physical education of the pioneers.

*Conclusions:* attention to the issues of military-patriotic education in the literary-artistic and socio-political journal “Pioneer” in the pre-war years made a significant contribution to the civil-patriotic education of the younger generation of the USSR in the 30s of the twentieth century, which played a significant role in the victory over fascism in the Great Patriotic War.

**Keywords:** “Pioneer” magazine, military-patriotic education, military science, military games, physical culture and sports, standards “Voroshilovsky shooter”, “Be ready for work and defense”

**For citation:** Goncharov M. A., Krivko Ia. P. Main directions of militarypatrious and physical education of schoolchildren in the pre-war years of the XX century (by the materials of the literary-artistic and socio-political magazine “Pioneer”). Domestic and Foreign Pedagogy. 2023;1(3):138–151. (In Russ.). doi: 10.24412/2224–0772–2023–93–138–151

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*Ladnushkina N. M.*

## **FORMATION OF THE INSTITUTE OF INSPECTION OF GENERAL EDUCATION IN THE PERIOD OF REVOLUTIONARY TRANSFORMATIONS: HISTORIOGRAPHICAL OVERVIEW**

**Abstract.** The article presents the results of a study of the works of scientists and practical teachers of the period of revolutionary transformations in Russia (1917–1925), which allowed us to see the difficult path of the Commissariat of Public Education from the denial of inspection in education to the creation of a new Soviet school inspection. The analysis of journalistic articles and scientific research of the period of the creation of the new school, reflecting the formation of the public education management system, is presented. A review of the materials allowed us to draw

conclusions about the institutionalization of education inspection as a form of state control in the field of education.

**Keywords:** teacher, instructor, inspector, soviet inspection, school, public education, comrade

**For citation:** Ladnushkina N. M. Formation of the institute of inspection of general education in the period of revolutionary transformations: historiographical overview. Domestic and Foreign Pedagogy. 2023;1(3):152–164. (In Russ.). doi: 10.24412/2224–0772–2023–93–152–164

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*Shakarova I. S.*

## **PROFESSIONAL DEVELOPMENT OF TEACHERS OF MEDICAL UNIVERSITIES IN RUSSIA AND ABROAD**

**Abstract.** The author of this study focuses on the features of the process of advanced training of teachers of medical universities observed in the system of Russian education, as well as in the practice of foreign universities (on the example of Germany, Great Britain, France and Canada). The purpose of the work is a description and comparative characteristics of advanced training systems for teachers of higher medical educational organizations of these states. The leading methods of research in the article are descriptive, comparative, method of analysis, synthesis, and systematization. The study is based on the analysis of state regulatory documents that regulate the rules for organizing advanced training courses, university experience, as well as on the scientific research of domestic and foreign experts on the issue raised in the article. As a result of the study, it is determined that the Russian practice of implementing advanced training for teachers at medical universities does not reveal a ubiquitous character, which is associated with the absence of some organizational and pedagogical conditions in universities. The peculiarities of the process of advanced training in Western countries are the active introduction of distance courses, the move away from individual training to a broader model of continuous professional development, the implementation of collective projects that require greater subject-professional and engineering knowledge. To achieve this goal, universities organize multidisciplinary working groups. In general,

the advanced training systems for teachers who conduct educational activities in medical universities have similarities in the formats for organizing courses and internships, revealing both long-term and short-term programs, as well as the implementation of internships, both within the country and abroad.

**Keywords:** continuing education, advanced training, teachers at medical universities, advanced training courses, internships, medical universities

**For citation:** Shakarova I. S. Professional development of teachers of medical universities in Russia and abroad. *Domestic and Foreign Pedagogy*. 2023;1(3):165–175. (In Russ.). doi: 10.24412/2224–0772–2023–93–165–175

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