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**ANNIVERSARY OF K. D. USHINSKY AS THE START  
OF THE YEAR OF TEACHER AND MENTOR  
(Introductory speech at the International Scientific Conference  
"Scientific heritage of the great Russian teacher K. D. Ushinsky",  
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*Victor S. Basyuk*

**K. D. USHINSKY ON THE DEVELOPMENT  
OF THE CHILD'S PERSONALITY  
(based on speeches)**

*Abstract.* The author reveals the ideas of the great Russian teacher K. D. Ushinsky about the development of the child's personality in relation to the modern positions of famous Russian scientists, in particular, Academician of the Russian Academy of Education V. S. Mukhina. It is shown which provisions of Ushinsky are relevant at the present time. The material is preceded by words about the anniversary events in honor of the 200th anniversary of K. D. Ushinsky and about the scientist himself, whose name is inextricably linked with his alma mater — Lomonosov Moscow State University.

*Keywords:* K. D. Ushinsky, development of the child's personality, internal position of the personality, development of self-awareness

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*Blinov V. I., Kurteeva L. N.*

**LABOR IN ITS EDUCATIONAL MEANING AND  
PEDAGOGICAL UNDERSTANDING**

*Abstract.* Labor upbringing in the Russian Federation was derived from the practice and theory of education in the early 90s of the XX century. The return of labor upbringing to the education system today is not just a political decision, but also the requirements of life itself, since depriving a child of the opportunity to apply his strength in live practice contradicts the traditions of the peoples of Russia, the promising tasks of the country's development, as

well as the fundamental principles of harmonious personal development. The legacy of the great Russian teacher K. D. Ushinsky contains an integral system of labor upbringing of the individual, which requires pedagogical understanding and implementation into modern practice of domestic education and upbringing. This article summarizes the materials of pedagogical research on the problems of applying the ideas of K. D. Ushinsky in modern Russian general education and vocational schools, highlights the issues of changes in the pedagogical understanding of children's work as a means of education.

**Keywords:** labor upbringing, personal development, value system, requirements for developing work, practice of education, history of education, vocational education

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*Boguslavsky M. V.*

#### **FORMATION OF SCIENTIFIC AND PEDAGOGICAL WORLD VIEW OF K. D. USHINSKY**

**Abstract.** The article considers in its entirety a complex of provisions, which in its entirety characterizes the scientific and pedagogical worldview of K. D. Ushinsky. The sources of the formation of the scientific and pedagogical worldview are characterized and the main stages of its genesis are presented.

**Keywords:** K. D. Ushinsky, history of pedagogy and education, scientific and pedagogical outlook

**For citation:** Boguslavsky M. V. Formation of scientific and pedagogical world view of K. D. Ushinsky. *Domestic and Foreign Pedagogy.* 2023;2(2):30–36. (In Russ.). doi: 10.24412/2224–0772–2023–92–30–36.

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*Gukalenko O. V.*

#### **THE LEGACY OF K. D. USHINSKY AND MODERNITY**

**Abstract.** The fundamental ideas of the heritage of the great Russian teacher K. D. Ushinsky and their relevance in modern theory and practice of education. The essence of the requirement of the classic “...as bringing education in line with the needs of the country and the people...” is shown in relation to challenges and socio-cultural realities. A scientific dialogue with the legacy of K. D. Ushinsky in the perspective of refraction of his ideas in solving the current problems of personality education and the development of the sciences of education. The potential of the legacy of K. D. Ushinsky in the training of teaching staff, in the interaction of the family and the school, as

well as in the formation of Russian social and pedagogical self-consciousness.

**Keywords:** great Russian teacher, legacy of K. D. Ushinsky, pedagogical anthropology, pedagogy as a science, education, upbringing, teacher, teacher training, family, personality, humanism

**For citation:** Gukalenko O. V. The legacy of K. D. Ushinsky and modernity. *Domestic and Foreign Pedagogy*. 2023;2(2):37–50. (In Russ.). doi: 10.24412/2224–0772–2023–92–37–50.

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*Ivanova S. V., Elkina I. M.*

### **ANTHROPOLOGY VS PEDAGOGICAL ANTHROPOLOGY OF USHINSKY**

**Abstract.** The authors consider the problem of the relationship between pedagogical anthropology K. D. Ushinsky and anthropology as a science in general. They draw the readers' attention to the fact that with the abundance of philosophical and pedagogical publications (and even research!) on anthropology in the field of education, the authors sometimes bypass the name of the great teacher K. D. Ushinsky, the founder of pedagogical anthropology as a scientific direction. The authors substantiate the place of pedagogical anthropology in the range of anthropological knowledge in general and show the importance of pedagogical anthropology by K. D. Ushinsky to develop the scientific foundations of education, to improve educational practice, to introduce new views and ideas among teachers.

**Keywords:** anthropology, K. D. Ushinsky, philosophy of education, pedagogical anthropology, education

**For citation:** Ivanova S. V., Elkina I. M. Anthropology vs pedagogical anthropology of Ushinsky. *Domestic and Foreign Pedagogy*. 2023;2(2):51–58. (In Russ.). doi: 10.24412/2224–0772–2023–92–51–58.

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*Kurovskaya Y. G.*

### **“THIS IS OUR LAND, THIS IS OUR FATHER’S HOUSE”: THE IMAGE OF THE MOTHERLAND IN K. D. USHINSKY’S EDUCATIONAL BOOK “CHILDREN’S WORLD”**

**Abstract.** The article is devoted to the unique heritage of the outstanding Russian educator K. D. Ushinsky, whose 200th anniversary is timed to 2023. From the books of K. D. Ushinsky we draw those moral standards and ethical principles, civic values and patriotic ideals, which acquire a new, special sound, strengthening the basis of the school of the present and laying the foundation for the school of the future during the reformation of Russian education these days. Textbooks by K. D. Ushinsky, created in the XIX

century, survived many editions, and became pedagogical classics. They have not lost their significance and relevance and are used in the educational process of modern schools in our country. One of these textbooks is the famous “Children’s World”. The purpose of the article is to consider the image of the Motherland presented in the work of K. D. Ushinsky “Children’s World”. It is shown that the greatness of Russia is revealed in the educational book through its unique history and original culture, geographical diversity and architectural beauty, the strength of spirit and labor achievements of the Russian people. The image of the Motherland, created by K. D. Ushinsky, lays the foundations for the versatile improvement of the child’s personality, his harmonious intellectual, moral, civil and patriotic development, thereby forming a worthy citizen of Russia, who loves his country, striving to live, work for its benefit and actively protect its interests.

**Keywords:** textbook for elementary school, Konstantin Dmitrievich Ushinsky, “Children’s World”, world view, the image of the Motherland

**For citation:** Kurovskaya Y. G. “This is our land, this is our father’s house”: the image of the motherland in K. D. Ushinsky’s educational book “Children’s World”. *Domestic and Foreign Pedagogy*. 2023;2(2):59–70. (In Russ.). doi: 10.24412/2224–0772–2023–92–59–70.

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*Malygin A. A.*

### **EDUCATIONAL ASSESSMENT: FROM MARKS IN THE FORM OF NUMBERS TO THE MEASUREMENT OF COMPETENCIES**

**Abstract.** During the year, significant not only for the pedagogical community, but for the whole country — the year of the 200th anniversary of Russian scientific pedagogy founder, Konstantin Ushinsky — and the Year of teacher and mentor, announced by the President of the Russian Federation Vladimir Putin — at various levels, from different positions and points of view, researchers and practitioners examine the legacy of education science founding fathers and rethink the theoretical and methodological provisions that have developed in educational practice. One of the central issues that leaves no one indifferent was and remains the issue related to control and evaluation activities in education. In education management, this direction is referred to as control, supervision and assessment activity, at theoretical and methodological level it is educational assessment as a process and evaluation as a result in a wide variety of contexts — from marking the students to making decisions that affect both the individual and the economy of the country [2; 3; 7].

This article offers a brief overview of the formation and development of

approaches to the organization and content of educational assessment in our country. Let's turn to the history, to the XVIIIth century. In 1721 the Spiritual Regulation, special document, has been created. It introduced for the first time the obligation of a teacher to evaluate students by the principle of "how one learns" according to two criteria — "lazy" and "diligently". Later in 1758 Mikhail Lomonosov in his "Regulations of the Academic Gymnasium" suggested putting marks with letter abbreviations. These historical facts convince of the emergence of both pedagogical terminology and approaches to conducting assessment activities in education [8; 22; 25].

The author is aware of the fact that such pedagogical phenomenon as assessment has its own deep history long before the appearance of state documents in the XVIIIth century. It should be considered separately at each level of education — from preschool to higher education, but at the same time, it is appropriate to present in lapidary way the changes that have led today to a deep mastery of strict rules and mathematical methods in a complex but rewarding pedagogical activity.

Basic purpose of the article is to present the main stages of the formation and development of educational assessment in our country and to determine further directions for improving assessment activities.

Research Methods. The theoretical and methodological foundations of the study are:

- the theory of development of educational systems;
- theoretical foundations of the quality of education and its evaluation;
- theory of educational measurements;

To achieve this goal, the following methods have been used:

- analysis of Russian and foreign literature in the field of educational assessment;
- classification of methods and way of assessment in education;
- study of legal documents regulating educational activities in Russia in various historical periods.

Results. Educational assessment is a reflection of the changes taking place in society, and is also conditioned by its scientific, technological and socioeconomic development. Like several centuries ago, today the verbal-numerical grading system continues to be operated widely, most often expressed in a 4-point form, and the average score is still popular when non-summable values are summed up. Attempts to switch to a 100-point rating scale or introduce a rating can also be attributed to incorrect methods of combining quantitative and qualitative data.

First of all, this can be explained by the fact that until now the problem of

assessment has not always been dealt with by deeply trained people, because it is quite obvious that there are big differences between different types of scales. So, there are quantitative, metric (interval and absolute) scales and qualitative, non-metric (nominal and ordinal) assessment scales. As a result of ignorance of these differences, actions are performed that are themselves erroneous and, therefore, lead to erroneous assessment results. The first error is made when converting qualitative grades into quantitative grades through simple transformations, usually assigning place grades (satisfactory, good, excellent). The next error is to place on a quantitative (ordinal) scale the assigned grades (satisfactory, good, excellent), while this scale has other tasks. Such actions indicate non-compliance with the well-known provisions of the theory of educational measurements.

Overcoming these errors, their elimination in the assessment procedure, and, consequently, obtaining objective information about the state of the education system and the level of training of students will help improve the quality of education. Speaking in a broader context, common approaches, synchronization and continuity of systems for assessing the quality of education at various levels will contribute to the formation and development of a common educational space in our country.

**Keywords:** assessment, competence, competencies, diagnostics, educational measurements, learning outcomes, mark, pedagogical control

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*Neborsky E. V.*

**“COMPARATIVE EDUCATION” BY K. D. USHINSKY  
AS A TOOL FOR FIXING DIVERSITY AND SEARCHING  
FOR INDIVIDUALITY**

**Abstract.** In the article on the basis of the work of K. D. Ushinsky “On nationality in public education” (1856) the research approach of a teacher-researcher in the field of comparative pedagogy is analyzed.

**Keywords:** K. D. Ushinsky, legacy of K. D. Ushinsky, history of pedagogy, comparative education, methodology of comparative education

**For citation:** Neborsky E. V. “Comparative education” by K. D. Ushinsky as a tool for fixing diversity and searching for individuality. *Domestic and Foreign Pedagogy*. 2023;2(2):90–95. (In Russ.). doi: 10.24412/2224–0772–2023–92–90–95.

*Pichugina V. K.*

**DEVELOPMENT OF PEDAGOGICAL ANTHROPOLOGY:  
KONSTANTIN USHINSKY VS KARL SCHMIDT**

**Abstract.** The article discusses the pedagogical heritage of Karl Schmidt (1819–1864), a German thinker and teacher, thanks to whom pedagogical anthropology appeared and began to fight for the scientific status. He was the author of several voluminous works, which substantiated the need for the anthropological foundations of education, for which he was called the “teacher-anthropologist of the 19th century”. The first part of the article outlines the contours of pedagogical anthropology, outlined by Immanuel Kant and largely predetermined the scientific and pedagogical search of Karl Schmidt and Konstantin Ushinsky. For Schmidt, Kant's anthropology is a not too harmonious synthesis of psychological anthropology and physiological anthropology. Ushinsky called Kant the author of contradictory psychological notes, indicating that he was rightly cautious in matters relating to physiology. The second part presents an analysis of the writings of Karl Schmidt, revealing the features of his anthropological and pedagogical concept. Three key works of Schmidt published between 1852 and 1852 are analyzed, as well as two parts of a generalizing work on anthropology, which was published after the death of the author, in 1865. All these works have not yet been translated into Russian and quotations from them, translated by the author of the article, are published for the first time. The third part of the article presents the criticism of Schmidt's pedagogical anthropology expressed by Ushinsky on the pages of the essay “The Human As a Subject of Education: Pedagogical Anthropology”. Ushinsky's caustic remarks towards Schmidt were probably more than just a desire to convict him of “phrenological fantasies”.

**Keywords:** anthropology of education, pedagogical anthropology, Karl Schmidt, Konstantin Ushinsky, Anthropological letters

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*Romanenchuk K. V.*

**NEW INFORMATION ABOUT K. D. USHINSKY FROM THE  
ARCHIVES OF ST. PETERSBURG**

**Abstract. Introduction.** Biography and educational legacy of K. D. Ushinsky have been studying by historians of Russian pedagogy for 150 years. Studies of P. F. Kapterev, V. I. Chernyshev, V. Y. Struminsky, E. D. Dneprov have fundamental meaning in that field of research. Modern scientists continue

to conduct research of the problems identified by those fundamental works. Tangible contribution to solution of these problems have been made by M. V. Boguslavsky, Z. I. Vasilyev, N. V. Sedova.

*Purpose of the article.* Introduction of previously unpublished sources about life and pedagogical activity of K. D. Ushinsky and process of memorialization of his heritage.

*Research methods.* The main method of research is source study.

*Results.* In this article materials from case “About class inspector of Educational Society of Noble Maidens and Alexander School K. D. Ushinsky” from funds of Central Historical Archive of St. Petersburg first discovered by V. I. Chernyshov in 1909 are described and structured. Letters from K. D. Ushinsky to M. P. Leonteva of 12th of April, 1859, request for vacation of 7th July, 1861 and report of 1861, Papers of the Alexander School about education of K. D. Ushinsky daughters Vera and Nadezhda in 1869/1870 were analyzed. Attention is focused on lesser known historical and pedagogical sources about memorialization of his heritage from archive cases such as “About celebration of 25th anniversary of K. D. Ushinsky departure and establishment of scholarship in his name”, “About monument of K. D. Ushinsky”, “About supremely authorized fundraising for construction of monument dedicated to K. D. Ushinsky in St. Petersburg”.

*Conclusion.* Research of archive funds of St. Petersburg, Pushkin House (IRL) and National library of Russia department of manuscripts allows us to conclude that they contain unique collection of hand-written papers, documents and letters related to K. D. Ushinsky. Research of those should be continued and expanded because it will help us to deepen our knowledge of life and work of founder of Russian pedagogical science.

**Keywords:** Konstantin Dmitrievich Ushinsky, Maria Pavlovna Leonteva, Smolny Institute Nadezhda Konstantinovna Ushinskaya, Alexander School, Central State Historical Archive of St. Petersburg

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Ryzhov A. N.

**THE IMPLEMENTATION OF K. D. USHINSKY'S DIDACTIC IDEAS IN HIGHER PEDAGOGICAL EDUCATION IN RUSSIA IN THE SECOND HALF OF THE XIX — EARLY XX CENTURY**

**Abstract.** In the richest pedagogical heritage of Konstantin Dmitrievich Ushinsky, a significant place is occupied by ideas related to the need for a



serious adjustment in the content, forms and methods of teacher training. It is pedagogical educational institutions, to the formation of the system of which K. D. Ushinsky made a lot of efforts to ensure the training of initiative, creative and independent-thinking teachers, who were in great demand in Russian education in the second half of the 19th — early 20th centuries. The article presents a view on the reflection of the didactic ideas of K. D. Ushinsky in the practice of the higher pedagogical school of this period. In the center of consideration will be the ideas of organizing the educational process of teacher training, which were most clearly reflected in the "Project of the Teachers' Seminary". The article uses archival and published materials on the activities of the leading pedagogical universities of the period under review, when the didactic heritage of K. D. Ushinsky was implemented directly by his students and supporters. The results of the analysis of the involved materials allow in a number of cases to take a fresh look at the features of the organization of the educational process in the higher pedagogical school of Russia and take a more balanced approach to the tasks of teacher training at the present stage.

**Keywords:** K. D. Ushinsky, didactic ideas, higher pedagogical education, teacher training

**For citation:** Ryzhov A. N. The implementation of K. D. Ushinsky's didactic ideas in higher pedagogical education in Russia in the second half of the XIX — early XX century. Domestic and Foreign Pedagogy. 2023;2(2):128–140. (In Russ.). doi: 10.24412/2224–0772–2023–92–128–140.

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*Suhanova T. V.*

## **K. D. USHINSKY'S IDEAS ON THE PLANNED ORGANIZATION OF LEARNING (abstracts of speech)**

**Abstract.** In the year of celebration of the 200th anniversary of the great Russian teacher Konstantin Dmitrievich, almost all aspects of his very significant scientific heritage are revealed. I would like to contribute to the appeal to this heritage, which until now serves as a source for both researchers and educators.

**Keywords:** K. D. Ushinsky, curriculum, teaching, pedagogy

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