

*Ilatdinova E. Yu.,
Mandrova N. A.*

TRENDS IN THE DEVELOPMENT OF THE CHILDREN'S MOVEMENT IN RUSSIA: DEFINING THE BASICS OF FUTURE DESIGNING

Abstract. Actualization of the educational potential of the children's movement in Russia in the context of its growing activity as a specific social institution of education requires scientifically based approaches to managing the development of the children's movement, including on the basis of designing changes taking into account the risks and opportunities of this process. Purpose of the article: designing of a periodization of the development of the Russian children's movement based on the identification and generalization of trends in the development of the children's movement. Research Methods: the basis for determining trends and patterns of development of the children's movement are the prognostic possibilities of historical and pedagogical analysis of existing periodizations of the process, criteria for their development using a set of historical and pedagogical methods, including as the main method of periodization. Results: the article presents an analysis of the existing periodizations of the national history of the development of the children's movement and the criteria for their creation. The authors propose a periodization of the development of the children's movement in Russia based on the dynamics of its interaction with the school, which is one of the key problems of the development of the children's movement in terms of preserving its institutional specificity. The author's periodization of the development of the children's movement is based on the cyclical nature of the social educational process, taking into account the models of the children's movement and the types of its interaction with the school. Conclusions: the article substantiates a number of trends in the development of the children's movement: the activation of the children's movement in the conditions of increased regulation of the sphere of education by the state; the weakening of the specifics of the children's movement under the influence of the dominant classroom formats of school work and merging with school; a direct correlation between research in the fields

of education and the activity of the children's movement; the inverse correlation of the activation of research in the field of children's movement and intensification of creativity of organizers of children's organizations in practice.

Keywords: children's movement, education, social institute of education, national history of the development of the children's movement, periodization, criteria, trends

For citation: Ilaltdinova E. Yu., Mandrova N. A. Trends in the development of the children's movement in Russia: defining the basics of future designing. *Domestic and Foreign Pedagogy*. 2023;1(6):7–22. (In Russ.). doi: 10.24412/2224–0772–2023–96–7–22

*Osmolovskaya I. M.,
Uskova I. V.*

ON IMPLEMENTATION OF FSSES: EMPIRICAL STUDY

Abstract. The article presents the results of a survey of the questionnaire of teachers and representatives of an administration of educational organizations of the Russian Federation, who worked on the updated Federal State Educational Standards in the academic year 2022/23.

The questionnaire is aimed at finding out how much the learning process has changed due to the transition to the updated Federal State Educational Standards; how teachers have changed their work so that the achievement of personal, meta-subject and subject results among schoolchildren is more successful; how learning outcomes are recorded, including the formation of functional literacy; how project and research activities are organized, and how educational results are evaluated. At the same time, the authors paid attention to the organization of methodological assistance to teachers — what are its features and how to solve emerging problems.

The authors has made conclusions on the results of the survey about the success of introducing the updated Federal State Educational Standards, has determined a range of problems faced by teachers and

representatives of an administration of educational organizations, and has proposed ways to solve them.

Keywords: Federal State Educational Standards, personal, metasubject, subject results, unified educational space

Funding: the study was carried out within the framework of the state task under project No. 073–00008–23–06 dated 06/07/2023 “Scientific and pedagogical research on the implementation of federal educational programs of general education in an unified educational space”.

For citation: Osmolovskaya I. M., Uskova I. V. On implementation of fses: empirical study. Domestic and Foreign Pedagogy. 2023;1(6):23–36. (In Russ.). doi: 10.24412/2224–0772–2023–96–23–36

*Zhadko N. V.,
Bezrukih M. M.*

THE INTERACTION BETWEEN TEACHER AND PARENT: THE CAUSES OF PROBLEMS AND SOLUTIONS

Abstract. Interaction between the teacher (more broadly, the pre-school and school) and parents is considered a necessary condition for successful learning. However, it is precisely this interaction that is recognized as difficult and conflicting. The article, from the perspective of a systematic approach, examines the structure, types (spontaneous and planned) and goals of interaction between teacher and parent, and also offers practical recommendations for planning and implementation.

Keywords: interaction between teachers and parents of children, spontaneous and planned interaction, goals of interaction, causes of conflicts during interaction, structure of interaction

For citation: Zhadko N. V., Bezrukih M. M. The interaction between teacher and parent: the causes of problems and solutions. Domestic and Foreign Pedagogy. 2023;1(6):37–48. (In Russ.). doi: 10.24412/2224–0772–2023–96–37–48

Chernyshov S. V.

SCHOOL FOREIGN LANGUAGE EDUCATION IN THE EMOTIONAL DIMENSION

Abstract. This article deals with school foreign language education in the emotional dimension: it defines and substantiates the significance of emotionally developing school foreign language education, describes dichotomies in its content: emotional development / emotional self-development, emotional education / emotional self-education, emotional learning / emotional selflearning. The main goals of emotionally developing school foreign language education are stated as the development of foreign language emotive linguistic and speech abilities and the education of higher feelings in students. They act as the basis for the development of emotional intelligence of the schoolchild. The main means of achieving the goals of emotionally developing school foreign language education is considered to be the foreign language emotional experience of communication, Its components are: knowledge about emotions; speech skills and abilities of nomination, description and expression of emotions, speech abilities of decoding of emotional meanings in foreign language texts while reading and listening; cognitive-communicative motives; emotional images stored in emotional memory; emotional phenomena of various modalities experienced and reflected by students in various emotional situations of foreign language communication; ways of interpreting emotions and feelings in a foreign language, etc. The article also describes the means of forming and improving students' foreign language emotional experience of communication: linguistic, paralinguistic, non-linguistic.

Keywords: emotional intelligence, emotionally developing school foreign language education, foreign language emotive language and speech abilities, emotions and feelings, foreign language emotional communication experience, means of emotionally developing foreign language teaching

For citation: Chernyshov S. V. School foreign language education in the emotional dimension. Domestic and Foreign Pedagogy. 2023; 1(6):49–64. (In Russ.). doi: 10.24412/2224–0772–2023–96–49–64

*Stepanova M. I.,
Sedova A. S.*

ON THE PROBLEM OF LEARNING OVERLOAD IN RUSSIAN SCHOOLS

Abstract. The article discusses the problem of educational overload and their negative impact on the functional state and health of schoolchildren. The urgency of solving this problem has increased even more in the context of the rapid digitalization of school education. The methodology of the performed research is based on the study and analysis of normative legal documents regulating the educational loads of schoolchildren; domestic and foreign literature on the impact of educational loads and various conditions of the organization of the educational process on the health of schoolchildren. The changes in the hygienic regulation of the classroom educational load of homework are traced. Examples of attempts to eliminate the educational overload of schoolchildren are presented. A number of ways of organizing the educational process are disclosed and justified, the implementation of which reduces the negative impact of large educational loads on the functional state of the body of schoolchildren and their health. The use of health-saving technologies and learning modes, the effectiveness of which is confirmed by the evidence base, and the optimization of homework using modern opportunities for its diversity and individualization, taking into account the characteristics of schoolchildren, contribute to the adequacy of educational loads to their functional capabilities. It is shown that compliance with the normative indicators of the occupancy of classroom collectives contributes not only to maintaining safe and comfortable microclimatic conditions of the intra-school environment, but also allows providing favorable conditions for the implementation of a personality-oriented approach, dosing of educational load, including homework, taking into account the functional and cognitive capabilities and the state of health of students.

Keywords: teaching loads, schoolchildren's health, fatigue prevention, sanitary rules, regulation of the organization of the educational process

For citation: Stepanova M. I., Sedova A. S. On the problem of learning overload in Russian schools. *Domestic and Foreign Pedagogy*. 2023;1(6):65–78. (In Rus.). doi: 10.24412/2224–0772–2023–96–65–78

*Lomakina T. Yu.,
Povorotova E. V.*

EXPERIENCE IN THE IMPLEMENTATION OF THE TECHNOLOGICAL PROFILE IN THE TRAINING OF COLLEGE STUDENTS

Abstract. The article discusses the experience of implementing a technological (engineering) profile in the training of college students who have graduated from the 9th grades of secondary schools. The main task of any model of specialized education is the development of individual, creative and research abilities of students in the active study of specialized disciplines.

The acceleration of the development of the technological direction is determined by the Decree of the President of the Russian Federation dated 07.05.2018 No. 204 “On national goals and strategic objectives of the development of the Russian Federation for the period up to 2024”, which instructed not only to update the content and improve teaching methods, but also to form an effective system aimed at assisting in self-determination and professional orientation of students [36].

According to Part 3 of Article 68 of Federal Law No. 273-FZ of December 29, 2012 “On Education in the Russian Federation”, secondary vocational education on the basis of basic general education is carried out with simultaneous secondary general education within the relevant educational program of secondary vocational education. In this case, the educational program of secondary vocational education, implemented on the basis of basic general education, is developed on the basis of the requirements of the relevant federal state educational standards of secondary general and secondary vocational education, taking into account the profession or specialty of secondary vocational

education [26].

In our study, the preparation of students in the enlarged group of specialties 09.00.00 “Computer Science and computer engineering”, which refers to the technological profile, was considered. The method of training students in the implementation of this profile and the results of experimental work are shown.

Keywords: technological profile, training of first-year students, IT-education, non-formal education, secondary vocational education, teaching methods, results of experimental work

For citation: Lomakina T. Yu., Povorotova E. V. Experience in the implementation of the technological profile in the training of college students. *Domestic and Foreign Pedagogy*. 2023;1(6):79–92. (In Russ.). doi: 10.24412/2224–0772–2023–96–79–92

*Safronova E. M.,
Zolotykh N. V.*

METHODS OF FORMING INTEREST IN PEDAGOGICAL ACTIVITY AMONG GRADUATE STUDENTS OF NON-PEDAGOGICAL TRAINING PROFILES

Abstract. The article clarifies the essence of the concept of “interest in pedagogical activity” within the framework of a personality-developing approach to education, as well as taking into account the nature of this type of human activity. The pedagogical conditions, means, and ways of forming interest as a motive, acting by virtue of its emotional attractiveness and conscious significance, for pedagogical activity among graduate students of non-pedagogical training profiles studying at an agrarian university are considered. Various forms and content of educational tasks are described, mainly of a creative nature, to arouse and maintain interest in the activities of a teacher in the system of vocational education. All the presented tasks are of the author's nature and have been tested in many years of teaching practice. The conditions of the effectiveness of the process under study are revealed, the key of which is the personality of the teacher of the higher and secondary vocational school himself, causing acceptance and authority

due to his competence and dialogicality.

Keywords: interest, motive, result, pedagogical activity, graduate student, emotional attractiveness, conscious significance

For citation: Safronova E. M., Zolotykh N. V. Methods of forming interest in pedagogical activity among graduate students of non-pedagogical training profiles. *Domestic and Foreign Pedagogy*. 2023;1(6):93–107. (In Rus.). doi: 10.24412/2224-0772-2023-96-93-107

Pleshkova A. Yu.

USING KNOWLEDGE MANAGEMENT INSTRUMENTS AT RESEARCH SEMINARS

Abstract. In the presented study, the author examines how the introduction of new knowledge management instruments and their active use in teaching the discipline help to improve the results of both students (in improving their academic performance) and lecturers (in applying a variety of teaching methods that enrich the pedagogical process). This study is devoted to the issue of increasing student learning motivation and aims to justify the use of knowledge management instruments in leading a research seminar. The research method is a natural pedagogical experiment. The experiment was conducted on a sample of 287 students of the master's program in the direction of “Management” and confirmed the beneficial effect of the active use of instruments for the creation and application of knowledge in pedagogical practice. The presented approach can be used as a tool for improving the teaching methodology in educational programs of bachelor's and master's degrees in the areas of “Management”, “Economics”, social sciences and humanities in higher educational institutions. The study will also be of interest to lecturers and tutors of further professional education sphere.

Keywords: pedagogy, experiment, education, knowledge management instruments, education management, research seminar, knowledge management

For citation: Pleshkova A. Yu. Using knowledge management

instruments at research seminars. *Domestic and Foreign Pedagogy*. 2023;1(6):108–118 (In Russ.). doi: 10.24412/2224–0772–2023–96–108–118

Stognieva O. N.

USING VIDEO CONTENT OF FOREIGN PLATFORMS IN TEACHING ENGLISH TO UNIVERSITY STUDENTS

Abstract. Introduction. Audiovisual resources are essential when teaching a foreign language. This study measured the effect of using video content of foreign platforms on the development of listening, reading, writing and speaking skills of students learning English for professional communications. The purpose of the article is to examine the effectiveness of the educational potential of foreign platforms for the development of all language skills among university students.

Research Methods. During the study, practical training was provided in the experimental and control groups. In the experimental group, the instruction took place using the video content of the foreign platform TED.com; in the control group, authentic materials on the same topic from other sources (internet resources) were used. To compare the data obtained in the preand post-tests, Student's t-test for independent samples was used in the batch programme IBM SPSS Statistics 21.

Results. The learning outcomes showed a statistically significant performance improvement in listening, reading, writing and speaking in the experimental group compared to the control group. It was also noted that as a result of the integration of the video content of foreign platforms, the students of the experimental group increased their motivation to learn a foreign language.

Conclusions. The conclusions drawn by the authors confirm the effectiveness of TED talks as a multimodal means of conveying information for the development of all language skills. The results of the study can be useful for university teachers as a theoretical and practical basis for the development of teaching materials for university students.

Keywords: TED talks, authentic materials, video content, English for professional communication, integrated skills

For citation: Stognieva O. N. Using video content of foreign platforms in teaching english to university students. *Domestic and Foreign Pedagogy*. 2023;1(6):119–133. (In Russ.). doi: 10.24412/2224-0772-2023-96-119-133

*Komarova E. P.,
Bakleneva S. A.*

INTELLECTUAL-EMOTIONAL DEVELOPMENT OF GRADUATE STUDENTS IN THE DIGITAL PARADIGM: LINGUO-PROFESSIONAL TRAINING

Abstract. The global transformation of the educational space at the global level actualizes the problem of the digital educational landscape as a condition for the intellectual-emotional development of graduate students in the context of linguo-professional training, which is based on the creation of a unified system of knowledge from various disciplines, identifying their new characteristics, unusual for individual disciplines, focused on creating new options for their intellectual-emotional development. This research contributes to the discussion of how the intellectual-emotional development of graduate students is focused on the generalization of innovative ideas, the creation of a new product, which correlates with their professional experience, is manifested in their universal ability to perceive information critically, to express their own position, to clarify constructive proposals in team cooperation.

The novelty of the research lies in the integrative presentation of methodological approaches that allow a deeper understanding of the intellectualemotional development of graduate students, their value orientations in the process of making linguo-professional decisions.

The purpose of the study is to actualize the intellectual-emotional development of graduate students in the context of their linguo-professional training in the digital paradigm and taking into account world teaching practices, to offer new options for the intellectual-

emotional development of graduate students in the context of linguo-professional activity (using the example of graduate students of all majors of VSTU).

The concept of contextual education (A. A. Verbitsky), synergy (I. R. Prigozhin, G. Haken) are used as a theoretical basis as an open nonlinear system with signs of self-organization. The empirical base is 72 graduate students of the Voronezh State Technical University.

Practical approbation of the theoretical grounds outlined allows us to conclude that linguo-professional training of graduate students is considered as a phenomenon of acquired integrity and the emergence of new properties, which includes both procedural and effective components of interdisciplinary integration, which is feasible under the condition of scientific dialogue and scientific partnership taking into account intellectual initiative. It is revealed that conscious self-motivated mastery of interdisciplinary knowledge, provided that the content of vocational education is updated in digital realities, ensures further successful self-improvement in professional activity in the process of linguo-professional training of graduate students, taking into account the level of their harmonious intellectual-emotional development.

Research methods: theoretical (collection, systematization, analysis of material on the research problem, structural modeling of the fundamentals of the process under study); empirical (testing, interviewing, questioning, networking); diagnostic (experimental work, methods of mathematical statistics). The experimental base of the study is presented by Voronezh State Technical University from 2020 to 2023.

Keywords: digitalization of education, linguo-professional training, intellectual-emotional development, postgraduate student, contextual learning

For citation: Komarova E. P., Bakleneva S. A. Intellectual-emotional development of graduate students in the digital paradigm: linguo-professional training. Domestic and Foreign Pedagogy. 2023;1(6):134–147. (In Russ.). doi: 10.24412/2224–0772–2023–96–134–147

*Pichko A. V.,
Ivanov I. Y.*

MODERN FACTORS OF CHILDREN'S ACTIVE TOURISM DEVELOPMENT IN SCHOOLS

Abstract. The article considers the importance of children's active tourism for the health improvement and development of the child's personality. The authors present the current state of the sector, research and pedagogical contexts in which active school tourism is developing. Russian and foreign studies describes the benefits of tourism activities for children's health and for the development of flexible skills: communication skills, the ability to work in a team, the ability to resolve conflicts. The development of school tourism is also part of the state strategy, seeing in this type of activity an opportunity to strengthen patriotic educational work and extracurricular activities of educational organizations. According to official statistics, the coverage of school active tourism programs has been declining since 2017. The key problem is the discrepancy between the demands of the education system and the readiness of schools and teachers to implement activities related to active tourism of schoolchildren. The aim of the study is to identify and describe teacher's strategies and barriers, as well as their possible impact on the development of children's active tourism. The study is based on 247 semi-structured interviews of teachers in Moscow; 23.6% of whom have no tourism experience, the rest have individual experience of amateur or sports tourism. There were no requirements for work experience in the education system. During the analysis of the interview, pedagogical strategies were identified, which are characterized by the approach of teachers to recruiting school groups for a hike and the tactics of working with the group chosen in this regard: "spontaneous organization of the hike" and "using the hike as a pedagogical tool", as well as barriers affecting the teacher's decision to participate in organizing a hike with a children's group these barriers can be roughly divided into "psychological" and "organizational": fear for the children's group, lack of understanding of the real possibilities of children and their parents, lack of tourism support at school and poor logistical support for the school and family.

The results obtained allow us to speak of different levels of influence and overcoming of the identified barriers: at the teacher level, at the school level and at the level of the education system.

Keywords: children active tourism, adventure training, outdoor education, children tourism in the education system, children tourism, extracurricular education, teacher strategies, teacher professional barriers

For citation: Pichko A. V., Ivanov I. Y. Modern factors of children's active tourism development in schools. Domestic and Foreign Pedagogy. 2023;1(6):148–162. (In Russ.). doi: 10.24412/2224-0772-2023-96-148-162

Sadovnikova J. V.

COOPERATION BETWEEN FAMILY AND SCHOOL IN PREVENTING THE INVOLVEMENT OF ADOLESCENTS IN DESTRUCTIVE COMMUNITIES

Abstract. The article discusses the reasons for the involvement of adolescents in destructive Internet communities, the conditions and mechanisms of this process, the signs of the appearance of destructive behavior in adolescent schoolchildren. The author focuses on ways to create a pedagogical environment that provides counteraction to the involvement of adolescents in destructive communities. The author shows the possibility of creating a system of effective interaction between the family and the school as the main means of preventing violations in the socialization of adolescents.

Keywords: destructive behavior, Internet communities, involvement, prevention, family-school interaction

For citation: Sadovnikova J. V. Cooperation between family and school in preventing the involvement of adolescents in destructive communities. Domestic and Foreign Pedagogy. 2023;1(6):163–179. (In Russ.). doi: 10.24412/2224-0772-2023-96-163-179

Volkova I. V.

SOVIET SCHOOL OF PRE-WAR TIMES: CONTRIBUTION TO THE EDUCATION OF THE GENERATION OF WINNERS

Abstract. The article examines different aspects and mechanisms of school activity in the pre-war USSR. The lack of material resources, acute personnel shortage and low qualifications of a large part of teachers experienced by the school, together with the standardization of education and the ideologization of students established during the reforms of the 1930s, created an extensive field of criticism of this school. Contrary to this approach, the article proves that the parameters of school work laid down in the reform were the necessary conditions for fulfilling the state order to prepare young people for war and had a positive effect. In particular, the approval of a single model school, into which many students from special and auxiliary schools joined during the dismantling of pedology, shifted the center of gravity of teaching work to overcoming the limitations set by nature, the environment, and the failures of previous training. This activity brought the experience of overcoming obstacles, which made up an irreplaceable psychological resource for young fighters in the war. And the unification of school teaching and the rules of admission to universities gave a sense of equal opportunities to young people from different social strata and regions and increased motivation to defend the socialist motherland. Thanks to informal care of children and a generally healthy internal climate, she managed to prevent dissonance between the declared meanings of ideology and reality, to maintain faith in the justice of the existing system and trust in state power, which provided a large margin of safety in the ideological and psychological equipment of young Red Army soldiers in the war.

Keywords: unified model school, preparation of youth for war, experience of overcoming obstacles

For citation: Volkova I. V. Soviet school of pre-war times: contribution to the education of the generation of winners. Domestic and Foreign Pedagogy. 2023;1(6):180–194. (In Russ.). doi: 10.24412/2224-0772-2023-96-180-194