

*Lomakina T. Yu.,
Vassilchenko N. V.*

ADVANCED LEARNING: 20 YEARS LATER

Abstract. The article focuses on the establishment and evolution of advanced learning in the Russian Federation in the first quarter of the XXIst century. The ‘Introduction’ is dedicated to a short journey into the history of the issue starting with the appearance of the conception of differentiated learning suggested by Yu. K. Babansky about 50 years ago. Then, along with a brief assessment of the initial objectives and tasks of the advanced learning, there is the description of the stages of its gradual implementation. In “Problem statement” the data of a few contemporary studies on various aspects of the advanced learning is presented. It entails the choice of the set of major subjects and the number of such sets per school; the choice of the educational model as well as the practical approach to the organisation of the advanced learning. The latest research has been held within the current state assignment.

“Findings” suggest the analysis of the data. It is demonstrated that there is an alarming imbalance of major subject preferences as well as of the educational model in regard to the strategy of innovative development for Russia’s technological sovereignty. The discrepancy between the preferred sets of major subjects and integrated groups of specialties and bachelor’s degrees has also been detected. The probable reasons of the existing situations along with its consequences are laid out. In conclusion, the primary directions of further research of the advanced learning are outlined.

Keywords: advanced learning, technological specialisation, a model of advanced learning, exact and natural subjects, after class activities, A-level exam

Acknowledgements: the article is prepared within the State Assignment № 073–00008–23–09 dd. 5th Sept., 2023 for the year of 2023 and the period of 2024 and 2025 “Scientific and methodological provisions for the advanced learning of technological (engineering) specialisation at senior high school”.

For citation: Lomakina T. Yu., Vassilchenko N. V. Advanced Learning: 20 years later. Domestic and Foreign Pedagogy. 2024;1(1):7–23. (In Russ.). doi: 10.24412/2224–0772–2024–97–7–23

Krasilnikov I. M.

**THE CURRENT STATE AND PROSPECTS
FOR THE DEVELOPMENT OF MUSIC EDUCATION
IN THE NATIONAL COMMON SCHOOL**

Abstract. Introduction. The outstanding achievements of Russian mass music education are associated with the activities of D. B. Kabalevsky. In the 70–80-ies of the last century, was introduced into school practice his pedagogical concept, which harmoniously combined educational and musical creativity-related areas of educational activity.

What needs to be done to maintain the high level of school music education set by an outstanding teacher these days? — After all, its results such as patriotic and moral-aesthetic education of children are especially significant at the present stage of development of Russian society.

Problem and goal. The main differences between the conditions in which musical and educational activities are carried out in secondary schools nowadays from those that defined this activity during the heyday of D. B. Kabalevsky's pedagogical creativity are associated with the widespread use of digital technologies. Having a great impact on various spheres of life, these technologies contain significant potential for the development of mass music education. And an important problem of its improvement is increasing the educational effectiveness of addressing them in this educational field.

The purpose of the research presented in the proposed article is to characterize the current state of music education in the Russian school and determine the prospects for its further development, which is largely determined by the effectiveness of the use of digital technologies within its framework.

Research methods. The system principle. Intonation theory of music by B. V. Asafiev. The concept of musical education of schoolchildren

by D. B. Kabalevsky.

Results. Relying on digital tools, it is possible to significantly expand the repertoire of music-making for schoolchildren, introduce them to composing and arranging music, and more effectively develop their abilities to listen to music.

Conclusions. The prospects for the development of music education in the national common school are largely related to the realization of the pedagogical potential of digital technologies, which makes it possible to make lessons, extracurricular and additional music classes not only more useful and attractive for students, but also to conduct large-scale concert events involving professional orchestras and opera theater groups.

Keywords: schoolchildren, music education, digital technologies, composition, performance, listening to music

For citation: Krasilnikov I. M. The current state and prospects for the development of music education in the national common school. *Domestic and Foreign Pedagogy*. 2024;1(1):24–38. (In Russ.). doi: 10.24412/2224-0772-2024-97-24-38

Rudinsky I. D.,

Busel S. V.

GAME-BASED EDUCATIONAL TECHNOLOGIES AND PRACTICES: PRECONDITIONS AND APPLICATION FEATURES

Abstract. The authors consider game technologies as one of the classes of educational technologies used at the levels of higher and secondary vocational education, along with game practices as effective educational tools. Despite their diversity, we have not found any studies that identify the key preconditions and circumstances under which game technologies and practices can be considered as educational, which is necessary for their scientifically-based choice before application. The authors of the study analyze the preconditions and circumstances under which game technologies, game practices, games, as well as their elements can be implemented by a teacher as educational at the levels of higher and secondary vocational education.

The definition of “game educational technology” is clarified. The role and place of gamification as a systematic practice of re-engineering in education is analyzed. Tools for studying the motivation of teachers and students to apply game-based educational technologies and practices at the levels of higher and secondary vocational education are proposed. Such tools are divided by the authors in three groups.

Keywords: game, game-based educational technologies, game-based educational practices, gamified learning activity, gamification, internal motivation of students; external motivation of students

For citation: Rudinsky I. D., Busel S. V. Game-based educational technologies and practices: preconditions and application features. Domestic and Foreign Pedagogy. 2024;1(1):39–61. (In Russ.). doi: 10.24412/2224-0772-2024-97-39-61

Rutkovskaya E. L.,

Polovnikova A. V.,

Sorokin A. A.

FORMATION OF THE FUNCTIONAL LITERACY OF THE TEACHER AS AN ELEMENT OF HIS PROFESSIONAL DEVELOPMENT

Abstract. The requirements for the formation of functional literacy of students are enshrined in the main regulatory documents that regulate the pedagogical process at school. This entails the need to create a special educational space in the school, based on the interdisciplinary interaction of teachers, which in turn should contribute to the achievement of diverse metasubject educational results, which characterize the degree of formation of the functional literacy of schoolchildren. The authors of the article focus on an urgent problem in the context of teacher training: the future teacher must be taught to model and contribute to the modeling of the educational space that allows the formation of functional literacy of students in the unity of solving subject and meta-subject problems.

This is possible only if a number of conditions are met: the work must be systematic and purposeful; be based on the coordination of actions of teachers, leading the main disciplines and their readiness to

implement the task; to ensure the special nature of the involvement of students in the educational process, taking into account the personal interest of the student, the organization of group interaction, the participation of students in practice-oriented classes with the obligatory fixation of the achieved results; include regular reflection of this work with students.

Keywords: higher school, teacher education, functional literacy, professional competencies, teaching methods, educational space, social sciences and humanities, history, social studies, educational standards

For citation: Rutkovskaya E. L., Polovnikova A. V., Sorokin A. A. Formation of the functional literacy of the teacher as an element of his professional development. *Domestic and Foreign Pedagogy*. 2024;1(1):62–76. (In Russ.). doi: 10.24412/2224–0772–2024–97–62–76

Shvets-Teneta-Gurii O. A.

A MODEL FOR CREATING SHORTTERM COURSES FOR PREPARING IT SPECIALISTS

Annotation. The article presents general and particular models for creating short-term courses of practice-oriented training of IT specialists to work in the system of extended professional education. The models were built using the BPMN2.0 modeling language.

Keywords: didactics, modeling, extended professional education, adult education, information technology, BPMN2.0

For citation: Shvets-Teneta-Gurii O. A. A model for creating shortterm courses for preparing IT specialists. *Domestic and Foreign Pedagogy*. 2024;1(1):77–91. (In Russ.). doi: 10.24412/2224–0772–2024–97–77–91

Liu S.,

Kovaleva A. G.

APPLICATION OF THE UNDERSTANDING BY DESIGN MODEL (“FEEDBACK DESIGN OF THE EDUCATIONAL PROCESS”) FOR TEACHING READING AND WRITING IN CHINESE

Abstract. In teaching Chinese as the second foreign language, the choice of teaching method is important. The paper discusses the use of

the Understanding By Design (UBD) model, which in its content can be defined as a model of “feedback design of the educational process”.

The purpose of the study is to create a draft model of teaching reading and writing in Chinese based on theoretical and practical experience in order to individualise the learning process and improve the effectiveness of mastering Chinese as a foreign language.

Material and methods

The analysis of learning Chinese as the second foreign language has brought out a number of difficulties:

- 1) development of a strategy of the learning process, the process of studying and systematising materials, the organisation of the process of repeating the learnt material;
- 2) selection of textbooks;
- 3) formation of students' reading and writing skills.

The study analyses scientific papers and educational materials by Russian and Chinese authors. The study was conducted in Russia using experimental search work on the basis of the Department of Foreign Languages and Translation of the Ural Federal University (UrFU). The study involved students of the 4th year of the Bachelor's Degree in Linguistics, and students of the 5th grade of the school of foreign languages “Language for Success”.

Results and discussion. The article discusses the application of the UBD model (“feedback design of the educational process”) in teaching reading and writing in Chinese using game methods.

Conclusion. In this study, the proposed UBD (“feedback design of the educational process”) model for teaching reading and writing in Chinese increases the effectiveness of the teaching methods used, since students participate in the design of the educational process.

Keywords: Chinese language teaching, Understanding By Design (UBD), “feedback design of the educational process”, learning to read, learning to write

For citation: Liu S., Kovaleva A. G. Application of the Understanding By Design model (“feedback design of the educational process”) for teaching reading and writing in Chinese. Domestic and Foreign Pedagogy. 2024;1(1): 92–107. (In Russ.). doi: 10.24412/2224–

0772–2024–97–92–107

Mikhaleva M. V.

**THE ENVIRONMENT OF A SMALL CITY
IN ORGANIZING PROFESSIONAL SELF-
DETERMINATION OF HIGH SCHOOL STUDENTS**

Abstract. this article examines the environment of a small city and its potential for organizing professional self-determination of high school students. This study allowed us to draw a number of conclusions. Career guidance for high school students in small towns should take into account local characteristics and provide them with the information and support necessary to make an informed choice of profession in a limited local environment. The small town environment, which includes sociocultural, educational and psychological aspects, is a key factor determining the development of professional self-determination among the younger generation. This situation is especially acute for schools in small towns.

The relevance of the study is due to the fact that the career guidance system in small town schools is not sufficiently adapted to prepare high school students for professional activities, to interact with various entities related to the infrastructure of a small town, and to formulate aspirations to connect the prospects of students' activities with the development of local territories. The environment of small towns plays an important role in career guidance for schoolchildren, providing opportunities for developing creative potential and expanding their professional horizons. The importance of a creative approach in career guidance is emphasized by many authors. Creative methods and techniques help students better understand themselves, their interests, abilities and potential.

Keywords: small town environment, career guidance, educational environment, educational environment, professional self-determination

For citation: Mikhaleva M. V. The environment of a small city in organizing professional self-determination of high school students. Domestic and Foreign Pedagogy. 2024;1(1):109–117. (In Russ.). doi: 10.24412/2224–0772–2024–97–108–116

Osipov E. F.

REFLECTION OF TRADITIONAL FORMS OF EDUCATION IN YAKUT FOLKLORE

Abstract. The goal was to study and characterize the traditional forms of raising boys in the Yakut folklore.

This article highlights the traditional norms of raising children in families in the Republic of Sakha (Yakutia). Also here we can notice the connection with the national folklore of the Yakut people. This article considers the problem of raising boys on the basis of the continuity of generations, which is reflected in folklore. Oral folk art is a fertile source of education for boys. Through oral folk art, the child doesn't only master his native language, but also joins the culture of his people, gets the first ideas about it, gets acquainted with the ideal image, the personification of courageous heroes of various folklore genres. The work characterizes the approaches to the definition of the concepts of "folklore", presents the classification of genres of oral folk art such as: proverbs and sayings, riddles, songs, legends, legends and the Yakut heroic epic olonkho. Brief examples of folklore genres are given. The examples reflect examples of moral and physical education, the fundamental foundations of raising boys, which are necessary in his later life.

As a result of the research, it was determined that the genres of Yakut folklore can be quite applicable in modern educational practice, and they can and should be adapted in the family upbringing of the child and at school. The study of oral folk art is of great benefit for the spiritual and moral formation of the personalities of young men. The creation of an ethno-pedagogical educational environment in the family and school allows children to develop patriotic feelings for their homeland as well.

Keywords: upbringing, folklore, oral folk art, tradition, masculinity, ethnopedagogy, child rearing

For citation: Osipov E. F. Reflection of traditional forms of education in yakut folklore. Domestic and Foreign Pedagogy. 2024;1(1):117–133. (In Russ.). doi: 10.24412/2224–0772–2024–97–117–133

*Pichugina V. K.,
Ovsepian A. S.*

**UNIVERSITY AS A LIVING ORGANISM:
THE PHILOSOPHY OF HIGHER EDUCATION
BY MIGUEL DE UNAMUNO Y HUGO**

Abstract. The questions about what an ideal university is and what prevents each university from becoming ideal were posed by Miguel de Unamuno y Hugo (1864–1936), a writer, philosopher, philologist, playwright, public figure and teacher with bright and unique ideas for his time. Unamuno was one of the greatest philosophers of Spain at the end of the XIX — beginning of the XX century, who tried to point out to his compatriots the importance of a balance between educational opportunities and the needs of the country, the city and the family. His pedagogical heritage, combining works of different genres, as well as reports, speeches and lectures, has not yet become the subject of special research. This article analyzes the conceptual features of Miguel de Unamuno y Hugo's ideas about higher education. The article analyzes the conceptual features of Miguel de Unamuno y Hugo's ideas about higher education, which are reflected in his main pedagogical essay “About Higher Education in Spain” (1899), the report “University Education” (1905), lectures “How should be the rector in Spain” (1914) and “Teaching autonomy” (1917), as well as the essay “Something about University Autonomy” (1919). All these works have not yet been translated into Russian and belong to the early work of Unamuno, covering the period of his active teaching and management activities at the University of Salamanca. His concept of the development of higher education in Spain was based on the idea that the university was a living organism, where each element (cell) works within a large whole. Contemporary problems of higher education were what prevented the university from working and developing not just as a living, but also as a healthy organism.

Keywords: Miguel de Unamuno y Hugo, History of Higher education, Philosophy of Higher Education, University

For citation: Pichugina V. K., Ovsepiyan A. S. University as a living organism: the philosophy of higher education by Miguel de Unamuno y Hugo. Domestic and Foreign Pedagogy. 2024;1(1):134–149. (In Russ.). doi: 10.24412/2224–0772–2024–97–134–149

Kurovskaya Y. G.

**«THE ASCENT TO QUALITY»: A PICTURE
OF THE PERCEPTION OF THE SCHOOL REFORM
OF 1984 IN THE SOVIET PERIODICALS**

Abstract. The article is devoted to the reform of secondary and vocational school, which was adopted in 1984. Based on the material of the central periodicals of that time (newspapers “Pravda”, “Izvestia”, “Nedelya”) the author shows how the upcoming transformations in domestic education were perceived by Soviet people of various professions, different social strata, different regional affiliations; and what hopes and expectations they had associated with changes in school life. The discussion of the reform covered several areas, including: features of educational school space, the status of the pedagogical community; the formation of personalities of the younger generation — citizens of the Soviet country, the participation of the parent community in the educational process, strengthening the school’s connections with other educational, scientific and industrial organizations. It was established that the reform of the Soviet school caused high interest of all Soviet people and became a symbol of the unity of the country in the education and training of young people.

Keywords: education, Soviet school, Soviet mass media, reform of 1984, pedagogue, student, quality of education

Funding: the study was carried out within the framework of the state task of the Russian Academy of Education No. 075–00693–23–00 from 27/12/2022.

Acknowledgements: the author expresses her gratitude and deep appreciation to Anatoly V. Ovchinnikov, Corresponding Member of the Russian Academy of Education, Dr. Sc. (Education), Scientific Adviser of the Laboratory of the Russian Academy of Education, for the valuable advice and help in conducting the research.

For citation: Kurovskaya Y. G. «The ascent to quality»: a picture of the perception of the school reform of 1984 in the soviet periodicals. Domestic and Foreign Pedagogy. 2024;1(1):150–167. (In Russ.). doi: 10.24412/2224–0772–2024–97–150–167