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## THE QUALITY OF EDUCATION'S IMPROVING IN SCHOOLS WITH LOW RESULTS OF TRAINING BASED ON THE MECHANISM OF NETWORK INTERACTION

*The content of the presented article reflects the problems connected with the issues of the quality of general education. The authors draw attention to the fact that, we can talk about such a category as "schools with different levels of quality of learning outcomes" because of the schools are characterized by different levels of achievement of the quality of general education. In this regard, the article presents the author's interpretation of the concept of "schools with different levels of quality of learning outcomes". Taking into account the key provisions of the Federal target program for the development of education for the period 2016–2020, the authors propose options for supporting such categories of general education organizations as schools with low educational outcomes and schools which are in unfavorable social conditions. The content of the article reflects the results of a study that made it possible to identify schools in the Chelyabinsk region in the above categories and develop regional model programs for their targeted support. The significant attention was paid to the authors' description of one of the model regional support programs, which was called the "Interactive platform "Network Navigator of the quality of education". The basis of this program was the idea of integrating schools with different levels of quality of learning outcomes on a single interactive site based on a network interaction. The authors determine the purpose and tasks of the model regional program, justify the selection of the principles for its implementation. The thesis is put forward that the implementation of the model regional program makes it possible to form a favorable professional environment, which is understood as the totality of purposefully created scientific, methodological, information-methodical and personnel conditions that ensure the involvement of leading and pedagogical workers in schools with different levels of quality of results Training to equalize opportunities to achieve a modern quality of general education in schools with low results and schools operating under adverse social conditions. The conclusion of the article is reflected in the provision that the resource of the interactive site created on the basis of network interaction will allow implementing the targeted approach to create conditions for obtaining new (higher) results of the quality of education in a particular general education organization related to schools with low results.*

**Keywords:** *quality of education, schools with different levels of quality of learning outcomes, regional model programs for supporting schools, an interactive platform, a network*

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## THE PROFESSIONAL ACTIVITY OF THE ADDITIONAL PROFESSIONAL EDUCATION TEACHING STAFF AS THE OBJECT OF THE INTERNAL SYSTEM OF EDUCATIONAL QUALITY ASSESSMENT UNDER CONDITIONS OF IMPLEMENTING THE PROFESSIONAL STANDARD

*The article considers the problem of developing the internal system of the teaching staff quality assessment in the system of additional professional education. The professional activity of the additional professional education teaching staff as the object of quality assessment is realized under conditions of implementing the professional standard, that determines the relevance of developing the internal system of educational quality assessment. Such system represents a continuous professional activity control (assessment) aimed to determine the level of its compliance with the established federal, regional and local standards. The assessment results can be useful in management decision making that provides the improvement of the additional professional education quality.*

*The authors propose to use three approaches as a scientific and methodological basis for developing the internal system of the teaching staff quality assessment: acmeological, axiological and systemic activity based approaches. Apart from traditionally used principles of professional activity assessment the authors consider it expedient to complement their list by three new principles: principle of using standards in assessment; principle of mutual conditionality of the assessment content development process and assessment technological support development process; principle of independence of the assessment procedure from the assessment object.*

*The article presents the organizational structure of the internal system of the teaching staff quality assessment which includes invariant and variative components. The authors suppose that invariant part provides the control of teaching staff professional activity compliance with regulatory requirements, established by the State in professional standards. The variative part provides assessment of teaching staff professional activity compliance with requirements of the institutions of additional professional education.*

*The authors insist that professional competence assessment should be conducted as a monitoring, i. e. continuously, so they propose four groups of monitoring procedures. As a form of structuring information about the professional knowledge and skills of the additional professional education teaching staff the authors recommend using portfolio demonstrating the results and achievements in the professional and personal aspects. In conclusion, the article provides options of management actions aimed at achieving by teaching staff the employment functions quality required by the professional standard.*

**Keywords:** *additional professional education teaching staff, professional standard, professional activity, knowledge, skills and practices, employment functions, object of quality assessment, staff, internal system, assessment, control, methods and principles of assessment, organizational structure, monitoring, portfolio, management decisions.*

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## **CONTENT ANALYSIS IN A MANAGEMENT SOLUTION'S MAKING ON DIFFERENT ASPECTS OF CHILDREN'S WITH DISABILITIES EDUCATION**

*The authors of the article focus on making optimal conditions which provide a qualitative education of children with disabilities in the general educational organizations. It is relevant in the context of the federal state educational standards' of general education realization for this category of students. This aspect is disclosed through the use of such a tool for making effective management solutions as content analysis. The article describes the mechanism of using a large amount of data, indicated as a method of quantitative and qualitative analysis, obtained during the public opinion survey on the quality of education of children with disabilities conducted by the specialists of the Chelyabinsk Institute of Retraining and Improvement of Professional Skill of Educators. The study was carried out as a part of the agreement's implementation between the Ministry of Education and Science of the Chelyabinsk region and the Ministry of Labor and Social Protection of the Chelyabinsk region. When developing the questionnaire, the authors of the Institute took into account various aspects of the quality of education for children with disabilities, obtained from an earlier analysis of questions and parents and teachers' appeals when they visited the site for parents of special children. The toolkit used not only to reveal the general picture of the parent and pedagogical samples, but also to compare their attitude to a particular aspect of improving the quality of education, respectively, and to suggest possible management solutions for improving the quality of education for children with disabilities. Thus, the data received during the survey was interpreted in terms of reflecting development trends and (or) changing processes in the system of inclusive education of children.*

**Keywords:** *content analysis, educational systems' management, children with disabilities, federal state educational standards of general education, quality of education, inclusive education, management solutions*

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*Irina D. Borchenko*

## **ESTIMATION OF QUALITY OF EDUCATION IN CONDITIONS OF THE CONVERGENCE OF EDUCATIONAL SYSTEMS: GENERAL EDUCATION, ADDITIONAL EDUCATION OF CHILDREN**

*The main task of the state educational policy of the Russian Federation in the conditions of modernization of the education system is to ensure the modern quality of education, including general and additional education for children. The author of the article considers the actual theme of modern education — the assessment of the quality of education, laid down in federal and regional normative documents. Equally important is the choice of qualitative criteria for evaluating the two systems of education. The author shows the convergence of the two education systems: general education and additional education for children, within the framework of defining common criteria for assessing the quality of education. The choice of the directions of the internal system of assessing the quality of education is substantiated, the role of monitoring studies in the quality management system of the educational organization is shown on the example of the quality management system scheme. The presented model of the quality management system shows the main organizational cycles of the educational*

*organization, the main role of which is assigned to effective management based on the collection and systematization of information through various monitoring studies. Also, the article gives recommendations on conducting an independent assessment of the quality of education.*

*The choice of the basic methods of information collection in two groups is justified: on issues directly related to indicators of independent evaluation of the quality of education and, accordingly, not related to specific indicators, but allowing to obtain contextual information on the criteria of independent quality assessment on the level of satisfaction. The analysis of qualitative characteristics of the effectiveness of the activities of general education organizations and additional education for children will make it possible to determine the development trends of the two systems of additional education at the municipal and regional levels.*

**Keywords:** *convergence, quality of education, assessment of the quality of education, general education, additional education for children, internal system for assessing the quality of education, a «process approach», an independent system for assessing the quality of education.*

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*Nadezhda E. Skripova, Natalia B. Corjova, Irina S. Biryukova*

## **THE ORIENTATION OF SCHOOLCHILDREN ON THE PROFESSION IN THE FIELD OF FORESTRY: THE FACTORS OF SUCCESS AND THE SCENARIO OF THE DEVELOPMENT OF THE EDUCATIONAL PROJECT "TEMP"**

*In the article based on the analysis of normative documents and political decisions: the strategic interests of the state in the sphere of popularization of workers and engineering professions are determined; tactical solutions for the general educational organization of urban society in the context of the organization of labor education and career guidance work. The description of the educational project directed on formation at schoolboys of system representations about trades in the field of a forestry, protection, protection and reproduction of woods is presented. The range of school forestry opportunities in the implementation of labor education and vocational guidance work with schoolchildren in the conditions of the city school is described, and these possibilities are also meaningfully and organizationally reflected in the program of spiritual and moral development, upbringing and the program of upbringing and socialization as a means to ensure the formation of systemic concepts of professions In the field of forestry, protection, protection and reproduction of forests. The implementation of programs for spiritual and moral development, education and socialization is offered in the classroom (primary general education: academic subjects "Literary Reading", "The World", "Technology", basic general education: subjects: Literature, Geography, Physics ", " Biology ", " Chemistry ", "Technology ", " Fundamentals of Life Safety "), extracurricular (through-the-course course of extracurricular activities from 1 to 9 classes" Forest — the world of goodness and miracles ") and extracurricular activities (school forestry). The described project is aimed at providing a new quality of orientation of schoolchildren to the profession, which involves the formation of: a) systemic views on professions in the field of forestry; b) respectful attitude to productive labor and people of labor.*

**Keywords:** *students, federal state educational standards of general education, orientation, labor education, vocational guidance work, school forestry, social partners, professions in the field of forestry.*

## REGIONAL PECULIARITIES OF THE MENTALITY OF TEACHERS AND THEIR TOLERANCE TO THE CREATIVE PERSON

*In the article, the peculiarities of the mentality of teachers are revealed through the conjugation of their professional identity and the development of their active professional position. Identifying the problem of the professional competencies' development of teachers in the context of the regional concept's implementing of the development of natural and technological education, a culturological tradition has been used. It reveals the South Ural modification of regional identity and the personifying beginning in the formation of the mental structure of the population of the Southern Urals.*

*As an idea, which is ensuring the reproduction of the values of cognition, diligence, cooperation and scientific creativity, the regional model of the system of educational, research and project activities of students' organizing in this region is defined. The leading role of the suprasituational form of activity in the formation of the value-semantic sphere of subjects of educational relations was noted. The authors noted that a special aspect in pedagogical innovation specifies a shift in emphasis from the ratio of subjects to innovation on the attitude of subjects of educational activity to the carrier of innovative, creative ideas, to the creative subject. Among the many problems in this context, the problem of acceptance or rejection, identification — positioning, tolerance or intolerance to the creative personality of educators and heads of educational organizations is indicated. Based on the identification of teachers with symbolic — mythological images of social roles, the peculiarities of tolerance of teachers to a creative personality have been studied. It has been experimentally proved that in the process of professional identity of teachers, women's mythological images of social roles (Hera, Venus) are more often chosen for the role of the "participant" of the innovation team, and the pedagogical workers most often refer to resource role positions ("popular employee", "creative worker") Male mythological images (Hephaestus, Prometheus).*

**Keywords:** *mentality, tolerance to the creative personality, regional identity, symbolic images of social roles.*

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## DESIGNING OF PERSONAL RESULTS SYSTEM OF MASTERING THE BASIC EDUCATIONAL PROGRAM BY JUNIOR SCHOOLCHILDREN IN THE IDEA LOGIC OF L.S.VYGOTSKY «ABOUT CULTURAL ASCENT AND EXPANSION OF PERSONALITY»

*The purpose of this article is to develop and present a scientifically grounded approach to the design of the personal results system of mastering the basic educational program by junior schoolchildren. It is based on the data of an empirical study related to the study of the level of mastery of primary school teachers by methods and techniques of psychological and pedagogical diagnosis of the personality characteristics of schoolchildren. The methodological basis of the proposed approach was the theoretical propositions of L. S. Vygotsky about*

*"cultural ascent and expansion of personality." In accordance with this theory, a sensitive space for the formation of a system of personal results in primary school pupils is presented and described.*

*Based on the logic of manifestation of sensitive periods, favorable for the formation of certain properties and modes of behavior, how pedagogical strategy for the formation and diagnosis of personal educational results can be defined is shown.*

*The system of planned personal results is refined based on an understanding of the actual and the zone of the nearest mental development of junior schoolchildren. It is established in this case, what kind of personal results should be the objects of psychological and pedagogical diagnostics and at what stage of education in the primary school. Proceeding from the analysis of modern psychological concepts, the formation of personal educational results is associated with the processes of initiation, fixation and transformation of mental new formations. The process of "cultural ascent and expansion of personality" is described using the psychological mechanism of activity of the personality of a junior schoolchild. On this basis, personal results are defined and described as mental new formations, which should be achieved at the end of the first, second, third and fourth years of primary school. The proposed approach can become an indispensable and sufficient basis for the development of appropriate diagnostic tools, the use of which will provide the teacher with the necessary information for making qualitative pedagogical decisions throughout the educational process is substantiated.*

**Keywords:** *personal results, junior schoolchild, sensitive period, cultural ascent and expansion of personality, diagnosis, personality formation, age-related new formations.*

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*Yuliya V. Rebikova*

## **DEVELOPMENT OF LEGAL COMPETENCE OF SPECIALISTS IN THE FIELD OF EDUCATION IN THE REALIZATION OF PROFESSIONAL STANDARDS PEDAGOGICAL WORKERS**

*The article actualizes the need for professional development of teachers who perform educational functions in the aspect of development of legal competence in accordance with modern requirements of professional standards of teachers. Marked generalized labor functions of teachers of different specialties in the implementation of educational functions entrusted to them by the relevant professional standards and as a consequence to the related legal issues that prevent adequate implementation of professional activity in the first place because of the gaps in knowledge on the basic branches of the Russian right and lack of a sufficient portion of the teachers informed and respect for the law, his desire to learn, to understand, see ysl human rights activities inside and outside the educational institution a juvenile and his legal representative. The author of the article supports the position that the legal competence — a professional personal characteristics of the teacher, which is basically based on the components such as: cognitive, value-motivational, communicative, activity and the analytical and reflective. Discussed problems claimed objective the need to create an optimal model of teacher training in system of additional vocational training that would ensure the development of their legal competence in the aspect of implementation of labor functions by studying the education. The central place in this model should be the design and implementation of additional professional development programs in accordance with the requirements of relevant professional standards.*

**Keywords:** professional standards of teachers, teacher as an educator or educational experts in the field of education, employment generalized function of the teacher as an educator, the competence, the legal competence of the teacher, the substantial components of the legal competence of the teacher as an educator, professional education.

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Konstantin S. Zadorin

## **DEVELOPMENT OF DESIGN CULTURE OF THE TEACHER REALIZING EXTRACURRICULAR ACTIVITIES IN THE GENERAL EDUCATION ORGANIZATION**

*In article the design culture as a necessary component of a professional and personal position of the teacher realizing extracurricular activities of pupils is considered. Opening the concept "extracurricular activities", the author addresses substantial experience of the All-Russian scientific and practical conference on extracurricular activities. Considering extracurricular activities from a position of space of variable development and self-realization of the personality, need to project extracurricular activities taking into account meanings of educational activity is proved. The author focuses attention to the characteristic of the labor actions described in the professional standard of the teacher regarding performance of educational activity. On the basis of the analysis of scientific and methodical literature the ratio of the concepts "pedagogical design", "design activity" and "design culture" is presented in article, the content of design culture of the teacher realizing extracurricular activities is concretized. Justification of the importance of design culture for development of a professional personal position of the teacher is offered. The short characteristic of substantial and semantic units of design culture from a position of design of extracurricular activities is submitted. On the basis of poll of teachers within advanced training courses, the author does the assumption that the problem of valuable and semantic filling of extracurricular activities of students during her design is studied and mastered insufficiently. As a practical example of the solution of this problem, experience of design activity within professional development of teachers is offered, stages of design activity are described. Characteristics of structure of the projectand its protection which are aimed at the development of components of design culture, in particular the analysis and forecasting of valuable meanings and results by the projected and realized teachers of extracurricular activities, and educational activity of school in general are submitted.*

**Keywords:** extracurricular activities, educational activity, pedagogical design, design culture, project, valuable and significant images, values, valuable and semantic content, professional and personal position.

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## **FEATURES OF DESIGNING AND ORGANIZATION OF THE PROCESS OF PROFESSIONAL DEVELOPMENT OF TEACHERS ENGAGED IN THE FIELD OF BREEDING AND ADDITIONAL EDUCATION FOR CHILDREN**

*The article considers the features of design and organization of the process of professional development of pedagogical and managerial staff, activities in the field of upbringing and additional education of children. The improvement of the quality of additional professional education of pedagogical and managerial staff of educational organizations in the Chelyabinsk Institute of Retraining and Advanced Training of Educators is conditioned by the orientation toward the achievement of the following main results: the development of the subjective position of teachers, the strengthening or maintenance of the motives of teachers and heads of educational institutions to work on overcoming professional difficulties and the formation of needs for professional development. Particular attention is paid to the analysis of the essential characteristics or the grounds for designing and organizing the process of improving the qualifications of teachers for educational activities such as subjectivity of the teacher, dialogicality, creative event development environment. The author of the article focuses on monitoring studies conducted at the institute to determine the level of satisfaction of audience with the organization and content of refresher courses and professional retraining, which show its direct dependence on the practice-oriented or activity-oriented nature of the organization of the educational process. The article describes the steps of scientific and methodological support for the professional growth of teachers on the basis of effective and systematic use of innovative educational technologies and active forms and methods of teaching in the system of additional professional education, as well as the logic of changing the subject position of teachers.*

**Keywords:** *additional vocational education, advanced training, teacher, professional standard, educational activity, subjective position of the teacher, dialogic and creative event development environment.*

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Andrey V. Shcherbakov

## **BECOMING AND GROWTH OF PROFESSIONALISM OF THE TEACHER AS EDUCATOR IN THE CONTEXT OF INTEGRATING THE RESOURCES OF THE SCHOOL AND THE INSTITUTION OF ADVANCED TRAINING**

*The article is devoted to the problem of the becoming and growth of the professionalism of the teacher as a tutor in the context of integrating the resources of the school and the institutions of advanced training. The analysis of the concept of "becoming" from the point of view of philosophy is analyzed and the main factor of the formation of the teacher's professionalism as a tutor is identified — the integration of the resources of general education and continuing professional education. The article presents the conditions ensuring the becoming and growth of the professionalism of the teacher as educator at the level of the organization of general education and continuing professional education, and the possibility of combining these conditions in order to enhance his educational potential. One of the mechanisms for integrating the resources of the general education system and continuing professional education implemented by the State Budgetary Institution of Continuing*

*Professional Education Chelyabinsk Institute of Personnel Development and Continuing Education is organizing and supporting scientific and applied projects carried out in cooperation with the educational organizations of the Chelyabinsk region. The description of the target settings of the advanced training courses aimed at ensuring the becoming and growth of the teacher's professionalism as educator. The need to design and conduct refresher courses is based on the principles of andragogy and the psychological characteristics of adult learning. A description of the distinctive features of the refresher courses for young teachers outside their organization.*

**Keywords:** *professionalism, the becoming of professionalism, a young specialist, a teacher as educator, advanced training, scientific and applied projects*

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Natalya N. Zhurba

## **DESIGNING THE SOCIAL AND CULTURAL ACTIVITIES OF A CLASS TEACHER WITH GIFTED CHILDREN IN THE EXTRA-CURRICULAR SPACE OF A GENERAL EDUCATION ORGANIZATION**

*The article presents a theoretical analysis of the social and cultural activity of the class teacher with gifted children, identifies the essential characteristics of socio-cultural activity, identifies the tasks in organizing extra-curricular space in the educational organization, carried out by the class teacher. The role of the class teacher in the organization of social and cultural activity with gifted children in the extra-curricular space of the general education organization is being updated. The author pays special attention to the consideration of the peculiarities of the social and cultural activity of the class teacher with gifted children in the extracurricular space of the general education school, such as the organization of effective interaction between the class teacher and gifted child on the basis of cooperation, culture and empathy. The multilevel role of the gifted child in the collective activity is considered from the position of developing positive emotional experiences; purposeful enrichment of the experience of the creative activity of gifted children in joint activities in accordance with their socially significant areas; organization of social partnership for the manifestation of the initiative and activity of the personality of a gifted child. The public presentation of the achievements of gifted children, creation of success situations is described; Formation of the child's general culture, expansion of his knowledge of the world and himself, taking into account professionally-oriented activities. The choice of the forms of social and cultural activity that contribute to the development of gifted children is substantiated. The content and technological aspects of designing the social and cultural activity of the class teacher with gifted children are considered. Description of the developed and tested model of designing the social and cultural activities of class leaders with gifted children is given, which is an interconnected unity of several components: purposeful, meaningful, semantic, process-technological, resultant. The emphasis is on the consideration of the pedagogical conditions of social partnership and scientific and methodological support for the design of the social and cultural activities of the class teacher with gifted children.*

**Keywords:** *socio-cultural activity, class teacher, gifted child, extracurricular space of a general education school, extracurricular activities with gifted children, designing socio-cultural activities; model for designing the social and cultural activities of class leaders with gifted children.*

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## **REGIONAL EXPERIENCE OF SCIENTIFIC AND METHODOLOGICAL SUPPORT OF DEVELOPMENT AND IMPLEMENTATION OF VARIATIONAL MODELS OF EDUCATIONAL TECHNOPARKS**

*The article considers the experience of building the Concept of an educational technopark at the regional level. The attributes of educational technoparks and the criteria for their formation are revealed. The article proposes to consider the development program as the main feature of the formation of an educational technopark. Examples are given of the construction of goals, the composition of residents and the expected results, depending on the chosen strategy of the educational technopark. It is substantiated that an essential attribute of the effectiveness of the educational technology park is the achievement of educational results in the aspect of forming technological competencies of students. Instrument for the accompaniment of municipal entities is a scientific and applied project and an agreement on its accompaniment, concluded between the institute and the initiator of the creation of an educational technopark in the territory.*

*Individual approaches to support of different models of educational technoparks are illustrated with the needs of the territories taken into account. The necessary conditions for cooperation between the parties are listed in the conclusion of an agreement on the support of a scientific and applied project for the creation of an educational technopark. Invariant and variable forms of accompanying municipal teams in the process of project implementation are shown.*

**Keywords:** *educational technopark, technological competences, project-productive environment, resident, development strategies, support models, scientific and applied project, invariant and variable forms of support, organizational and managerial conditions.*

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*Dmitry A. Shilkov*

## **CONSIDERED THE TECHNOLOGICAL STAGES OF CREATING A RICH GAMING ENVIRONMENT IN THE CONDITIONS OF REALIZATION MORE PREPARATORY PROGRAM OF THE CAMP**

*An essential feature of further education is its openness, which can be implemented by including the child in social and meaningful activities. The motives and goals of children in such activities quite often are destroyed due to the lack of high emotionality, creativity, visrestaurant the nature of the action. The article refers to the possibility of effective use of the game as the content and forms of organization of socially significant activities of adolescents. Such method of the organization of educational activities can be considered as the first stage of preparation of the child for inclusion in the system of volunteering.*

**Keywords:** *further education, children's health camp, educational activities, social-significant activities, child-adult community, rich game environment, game technology, game program.*

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## **SOCIAL DEVELOPMENT OF THE PRESCHOOL AGE CHILD BY MEANS OF DESIGN TECHNOLOGIES**

*The federal state educational standard of preschool education as the main strategy defines a social development of the preschool aged child, creation of the child development conditions, opening opportunities for his positive socialization, his personal development, development of an initiative and creative abilities on the basis of cooperation with adults and contemporaries in the kinds of activity corresponding to age, including design. The article considers the problem of projects use in educational process of pre-school educational institution. Design activity is considered by authors as one of the modern technologies providing activity approach to education of children of preschool age, inclusion of children in kinds of activity, interesting to them. Authors allocated distinctive features of the projects method: as starting point of education serves the current children's interests; the serious place is allocated for the principle of independent activity; the project is merge of the theory and practice, it contains not only formulation of a certain intellectual and capacious task, but also its practical realization. Due to the marked-out lines of design activity its content is presented for participants of the educational relations in civic, ecological education of children, and also in a health saving. The article offers a projects subject content of civic education: "My favourite kindergarten", "On our street", "Hometown", "We are people of Russia". As subject of ecological projects are considered: "A green drugstore", "The book about my favorite animals", "Pochemuchkina glade", "An ecological track", "Ecological theater", "The ecological traffic light", "The book of complaints of the nature". Technologies of the projects contents implementation are described. The social competences formed at children are marked out. Activity approach is considered as a condition of implementation of projects.*

**Keywords:** *social development of the preschool age child, technology of social development of preschool age children, design activity, civic education, ecological education, health saving, activity approach.*

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Svetlana N. Obukhova, Elena L. Teleginskaya

## **DEVELOPMENT OF ELEMENTS OF ENGINEERING THINKING IN CHILDREN OF PRESCHOOL AGE IN LEGO.**

*In this article, the problem of the cognitive development of preschool children in institutions of additional education is considered. The questions of development of elements of engineering thinking among pupils of preschool educational organizations in constructive activity are being actualized. The authors focus on the possibility of using the game, educational tool — the Lego constructor for solving research and design problems in the field of technical creativity of preschool children. Based on the analysis of modern scientific and methodological literature and in accordance with the classification of AI Savenkov. Authors created a package of tasks of technical orientation for preschoolers. The article is devoted to the actual idea of creation of network interaction of preschool educational organizations and systems of additional education. The experience of the regional concept "TEMP" on the territory of the Chelyabinsk region in the sphere of additional education of preschool children is reflected. Based on the analysis of the practice of social partnership in the field of preschool*

education, as well as attracting the developing potential of institutions of additional education, high effectiveness of network interaction is established. In this case, legkon konstruovanie is a tool that increases the effectiveness of the educational process. This direction is also supplemented by the possibility of creating technoparks for preschool children. The actualization of the network interaction of educational organizations with the parents of pupils ensures the expected results in the development of elements of engineering thinking by means of leg design and lemodeling. The result of education, in the light of modern requirements, is not a certain amount of knowledge, skills, skills, but the ability of the child to plan, analyze, control his activity independently, set new tasks and solve them independently.

**Keywords:** Elements of engineering thinking, legkonkonstruovanie, technopark, network interaction, additional education.

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Tamara A. Svatalova

## **THE DEVELOPMENT OF PRESCHOOL EDUCATION TEACHERS READINESS FOR PRESCHOOL AGE CHILDREN ETHICAL EDUCATION IN THE ADDITIONAL PROFESSIONAL EDUCATION SYSTEM**

The article considers the questions of the preschool education teachers professional readiness content for the ethical education of preschool aged children, its formation in conditions of additional professional education. Based on the study of modern normative documents and studies of scientists in this field, it is established that a modern society characteristic feature is the educational system orientation to the tasks of education, the revival of ethical potential of the individual. It acquires a special topicality at the level of preschool education, as in this period of human development basic characteristics of the person, moral values and attitudes are being established, which should be fixed at the level of state policy in the field of education. The article reflects the peculiarities of teachers professional activity standardization, which stipulate the need to identify and describe new competencies and refine the content of existing ones. This direction is supplemented by a description of the practical method. The essence of it is an analysis of problem situations with a subsequent probabilistic forecast of their development. The advantage of the method lies in the maximum approximation of educational situations to practice, collegial or "team" character of elaboration and evaluation of algorithms. The solution of practical tasks assignments helps to replace outdated professional stereotypes with actual ones that correspond to the challenges of time, which can be considered as a result of the application of this method and contribute to the formation of the necessary professional competencies in teachers, both theoretical (analytical, prognostic, design) and practical (communicative). The article can be useful for teachers of additional professional education, heads, methodologists, teachers of pre-school educational institutions.

**Keywords:** ethical education, standardization, professional activity, teacher, practical method, competences.