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## JOHN AMOS COMENIUS AND THE HISTORICAL EPISTEME OF PROTESTANT SCIENCES

**Abstract. Introduction.** The article is devoted to the consideration of the most important problem of the historical and pedagogical comprehension of the theological heritage of J.A. Comenius. The confessional component of the teachings of J.A. Comenius in its fullness has always been hidden from the scientific and pedagogical community for a number of reasons, and primarily ideological, and the theological layer of scientific and educational activity of the teacher has always been retouched and translated by “progressive” researchers into the category of “secondary” and often “Superfluous”. Therefore, there is an urgent need to restore the philosophical, logical and historical value of the religious vector of the pedagogical teachings of Comenius.

**Main part.** The authors found that the general Christian pedagogical principles of Comenius stand above the confessional contradictions (on the example of the relationship between various Protestant movements and Catholicism), since for the upbringing of the younger generation Comenius considered the basic religious norms to be priority, the same for all Christians. Thus, the pedagogical doctrine of J.A. Comenius, in fact, was universal, and from the theological point of view was ecumenical (“inter-Christian”), which allowed it to spread across many countries of Europe. The thesis that J.A. Comenius launched the process of productive evolutionary development of the European school comes to the fore. Having passed consistently from elitism to egalitarianism, from the training of the elect for the mass dissemination of educational activities, from the confessional educational institution to the creation of a modern general education school, and pedagogical construction at the state and supranational levels.

**Conclusion.** The authors come to the conclusion that the universal teaching of the Enlightener is by no means contradictory, but complex, with unorthodox assumptions (philosophical, theological, pedagogical), determined for his historical epoch, which is caused by the originality of scientific views of Comenius.

**Keywords:** J.A. Comenius, Protestant learning, history of pedagogy, history of education, school.

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## THE THEOLOGICAL PERSPECTIVE OF COMENIUS' THOUGHT

**Abstract.** As known, Comenius founded his natural didactical method (*artificium docendi*) on the Aristotelian principle *ars imitatur naturam*; an idea widely spread at his time. The principle, according to which the human art imitates the nature, had often been applied in various fields of human activity. As a significant contribution to the birth of modern pedagogy, Comenius introduced this principle to the context of education developing it into a system of didactical measures for teaching and tutoring. Nevertheless, the immediate context of this principle in protestant thought has not been sufficiently identified thus far by the research.

In my contribution I intend to demonstrate how Comenius' protestant predecessors and contemporaries reflected this idea in their work, especially Philipp Melanchthon (1497–1560), Clemens Timpler (1563/1564–1624), or Comenius' teacher Johann Heinrich Alsted (1588–1638). The textual analysis of several of their writings shows that they usually accepted the principle *ars imitatur naturam* only in the realms beyond man, only for activities dealing with some external physical entities, not with the human being. The main restraint to implement the idea was the orthodox protestant conviction that human nature had been substantially corrupted by the original sin. Comenius, however, was a member of the Unity of Brethren that traditionally did not share this theological teaching. This allowed him to take advantage of the Aristotelian philosophical principle which thus became the basis for the educational system of measures whose validity is relevant even today.

Keywords: J. A. Comenius, J. H. Alsted, European reformation, Aristotle, *ars imitatur naturam*, *Didactica Magna*.

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## **PEDAGOGICAL PHILOSOPHY OF COMENIUS AND V. F. ODOEVSKY: GENERALITY OF THE PARADIGMS**

**Abstract.** The author of the article revealed the influence of Jan Amos Comenius on the philosophical aspect of the pedagogical constructions of Vladimir F. Odoevsky. The author also gives details of the mediating influence of certain ideas of Johann Heinrich Pestalozzi on the concept of Vladimir F. Odoevsky. As a result of the study, the arguments for the similarity of the doctrines have been revealed. The similarity is justified by the search for the philosophical foundations of the pedagogical views of both thinkers, as well as substantiated by the existential aspect of pedagogical theory and practice in the understanding of both pedagogues. The study revealed that the generality of paradigms is due to the similarity of ideological ideals, the orientation towards the ideas of humanism and enlightenment, the struggle with the scholastic principles in teaching, and the choice of the concept of “innate concepts” as a priority topic for building the foundations of pedagogy. The author revealed that the generality of paradigms is due to the similarity of worldview ideals, to the orientation on the ideas of humanism and enlightenment, to the struggle with scholastic principles in teaching, and the choice of the “Innate notions” concept as a priority topic for building the foundations of pedagogy. Despite the fact that the concept of Vladimir F. Odoevsky was influenced by the legacy of Johann Heinrich Pestalozzi, in the ideological sense this concept is closer to the project of the *paideia* of Jan Amos Comenius. The “Innate notions” term is the common key term of

these concepts. This is not accidental, since both teachers linked the “Innate notions” concept with the general principles of enlightenment, which led to the idea of the unity of education and upbringing. The author determines the general nature of the pedagogical project of both thinkers, which is revealed in philosophical content by focusing on ideas of integrity, nature-conformability and activity as an innovative, community-based paradigms. Both pedagogues proclaimed the creation of a new pedagogy, addressed to human being as an individuality. Each of the pedagogues carried out this in their own way.

**Keywords:** Jan Amos Comenius, innate notions, Pansophy, Pampedia, pedagogical anthroposophy, principle of nature-conformability, Vladimir F. Odoevsky, perception.

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### **ORBIS SENSUALIUM PICTUS OF JAN AMOS COMENIUS IN THE CONTEXT OF THE DOCTRINE ABOUT METHOD OF THE 16<sup>TH</sup>-17<sup>TH</sup> CENTURIES**

**Abstract.** This article aims at reestablishing the context of the educative model, carried out by Jan Amos Comenius in his famous work *Orbis sensualium pictus* (1658). We have demonstrated that pedagogical thought of Comenius brings together two rival models of the production of knowledge and studying sciences: mathematical and topical. The heuristic potential of the topical method and the “science of the verisimilar” have been examined on the basis of the G. Vico’s juridical topics, considered against the background of his predecessors (Caccialupi, Vultejus). It has been shown that the didactic model, appealing to the common sense – in Comenius as well as in other followers of the rhetoric epistemology – is neither the deduction of the manifold experience of the world from one minimal foundation by the means of the single-type logical operations, nor an all-embracing classification. This model aimed at mapping the manifold reality and persuading the audience by means of a sophisticated repertoire of rhetorical skills; its main goal was the formation of the “civil nature” of a person. This ability of the probable reasoning turns out to be a condition of possibility of the complete definition of a thing (*notio completa*), which simultaneously endows the speech with “fullness” (*oratio plena*). Thus, the logical ideal of the complete definition and the rhetorical perfection of the speech come together.

**Keywords:** J. A. Comenius, G. Vico, topics, verisimilar, method, jurisprudence.

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### **JOHN AMOS COMENIUS’ PREFACE TO HIS TEXTBOOK *VESTIBULUM* (ANTECHAMBER)**

**Abstract.** The Russian translation of the preface by Comenius to his textbook *Vestibulum* (Antechamber) is presented to the Russian reader. The author of the article discusses some ways of teaching languages, which Comenius introduced in his preface.

**Keywords:** John Amos Comenius, a textbook for primary school, didactics of the 17th century.

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### **JOHN AMOS COMENIUS IN FINE ARTS**

**Abstract.** The study focuses on the history of depicting J. A. Comenius (1592–1670) from the year 1642 up to the present time. It shows that highly respectable works can also be found in memory institutions — museums, memorials, art galleries and archives. The study does not contain all of them, but the presented documentation is sufficiently wide to show the main trends in the artistic depictions of J. A. Comenius, who deserves an exceptional respect from both Czech and foreign general public. By his immensely extensive and deeply elaborated work he influenced not only the generation he had belonged to, but succeeded to address all the successive generations. In the cruelest times for the Czech nation his personality and works uplifted people's minds and strengthened their courage to resist evil and violence. The main aim of the study is not to map-out completely all the fields of fine arts where a portrait, statue or other artefacts linked to Comenius had been found. The study above all strives to draw attention to one of somewhat neglected aspects of modern comeniological problematics, and offer a concise outline that can be helpful in further analytical and comparative studies in the Czech Republic and abroad.

Through the fine arts with Comenius as their main theme, the study reminds of one of the most significant Czech contributions to the European and universal culture and brings a clear evidence of the importance of the „Teacher of nations“. Pictures, statues, illustrations, medals, school pictures and other more or less valuable artefacts have always been presenting John Amos Comenius as a pedagogue, philosopher, man of letters, composer and historian. Our study proves that sometimes one picture can tell people more than many sentences.

**Keywords:** art, history, comenius studies, John Amos Comenius, museum, pedagogy, philosophy, education

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### **THE ROLE OF ALL-RUSSIAN CONTROL WORKS IN THE EDUCATION QUALITY CONTROL SYSTEM IN THE RUSSIAN FEDERATION**

**Abstract.** The article defines the main tasks and directions for the development of a unified system for assessing the education quality and evaluation procedures in the system of general education in the Russian Federation. The authors pay special attention to the role of the All-Russian tests for assessing the education quality aimed at developing a unified educational space

in the Russian Federation, monitoring the introduction of the Federal State Educational Standards (FSES), as well as unified standardized approaches to assessing students learning outcomes.

**Keywords:** All-Russian control works, education quality assessment, evaluation procedures, Federal state educational standards (FSES), multi-level analytics, schools, students.

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### **POLEMIC ASPECTS OF GERMAN COMPARATIVE EDUCATION\***

**Abstract. Introduction.** The article considers aspects of comparative education in Germany that are characteristic and significant for the 21<sup>st</sup> century.

The purpose of the article is to consider the status of comparative education in the Federal Republic of Germany and determine trends in its development. The study is focussed on analyzing the works of German authors published in the period 2006-2017 (K. Adick, D. Waterkamp, H.-G. Kotthoff, M. Parreira do Amaral, S. Hornberg, and others).

**Research methods.** The following theoretical methods are used: abstraction, analysis, induction, specification, generalization, synthesis, comparison.

**Findings.** The major language and terminological problems faced by contemporary comparativists are identified. It has been found that German comparativists recognize that any definition of comparative education is determined by spatial-geographical and historical-temporal factors, allowing for a variety of approaches and interpretations. The new concepts appear that are inextricably linked with comparative education: «international education», «intercultural education», «intercultural pedagogy» and their combinations used with the components «inter-», «multi-» and «trans-». It is pointed out that German comparative education is currently on the rise, as it is penetrating into adjacent areas and becoming increasingly diverse as a scientific discipline, but at the same time there is a distinct threat of losing its identity. The research has shown that in 2017 German comparative education is a multilayer, multipolar and widely-branched sociocultural phenomenon functioning in the context of globalization and internationalization.

**Conclusion.** Modern German comparativists believe that comparative education is undoubtedly a scientific discipline, which is confirmed by two fundamental characteristics: 1) it relies on a serious epistemological platform; 2) a large number of researchers united in professional organizations is engaged in developing its aspects. However, its subject field has not been clearly defined so far, and due to the expansion of a vast array of empirical knowledge, as well as an intensive process of convergence of comparative education and other sciences, its disciplinary field is becoming increasingly eclectic and friable, and its boundaries are getting dangerously blurred.

**Keywords:** Germany, globalization, discourse, internationalization, comparativist, comparative education, trend.

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### **POSSIBILITY OF USING GENETIC APPROACH IN PEDAGOGICAL RESEARCH**

**Abstract.** The proceeding globalization of education demands the consecutive and laborious analysis of a condition of school in the different countries to determine which national schools will be in the lead in the course of the globalized educational system formation. Such a complex problem requires specific methods for studying the modernization and reform of national education as an answer to the challenges and trends of the globalization process. The author states her own interpretation of genetic approach to pedagogical researches as effective method of complex representation of the current state of school and education on a global scale and definitions of general tendencies in formation of the globalized educational environment and vectors of changes of national schools. Based on this approach, the author concludes that there is an “educational families” in the world, which include various national schools: Western macrofamily, non-Western macrofamily, Russian school. It can be said about the unity of the source and similarities in the course of development. The author concludes that the tendency of modernization of the school in the Western macrofamily is the change in the state policy in education and the material and technical re-equipment of the school. In the non-Western macrofamily it is an introduction of new educational technologies, updating and bringing to the world standards of teaching content and forms of assessment of academic performance and in the Russian school it is an active renovation of the material and technical base, the introduction of advanced teaching technologies and the development of the content of education for the fullest realization of its potential.

**Keywords:** pedagogy, genetic approach, school, modernization of education, education reforms, educational globalization.

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### **SPHERE OF EDUCATION AS A TRANSLATOR OF THE CIVILIZATIONAL MENTALITY**

**Abstract.** In this article, the author tried to show not only the dependence of education systems on the types of civilizations that stand out in the history of human development, but also briefly tried to describe the problems that modern civilization poses with regard to the education system in our state and throughout the world. The author also tried to show that the types of civilizational mentality of the people are in full accord with the strategic direction of the development of humanity. The development of humanity is set forth in the holy writings of monotheism, in particular, in the Torah, in the New Testament and in the Koran, which the Koran sees as three messages to humanity from the One God.

**Keywords:** civilizational mentality, monotheism, paganism, scientific world perception, system of education, educational process.

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### **A VIVID EDUCATION IN SCHOOLS: THE PRINCIPLE OF CO-BEINGNESS**

**Abstract.** The article presents the co-being approach to the upbringing of modern schoolchildren. The purpose of the article is to expose the co-being principle of upbringing where education in schools involves institutionally formalized reality of value semantic interaction between adults and children, in which children learn the cultural norms and the rules of relationships and activities, learn universal values, find a new understanding of themselves, the others and the world. The phenomenon of upbringing is imposed to the sphere of a “between” tutor and students, where the teacher focuses not on pre-determined targets and verified ways of working, but on actual current pupil, on the co-existence, living process of interaction with the pupil with release in-being child-adult community. Such interaction should be meaningful for the participants and positional, also should generate human moral relations, overall value-semantic space. It is the relationship of the processes of exclusion of a personal “me” and the identification (the occurrence of a feelings of “we”) which transfers this interaction into a vital value-semantic plane, makes interaction a co-existent phenomenon. The result of upbringing in Genesis would be the spiritual cross-fertilization and inter-development of adult and child. Live education is understood as modeling and accommodation with pupils from educational-being situations that send vital self-determination of pupil, self-realization and self-improvement. Educational situation is understood as a simulated by the teacher environment in which pupil finds a new self-image: he or she opens new knowledge about himself/herself, feels new (the best ones) quality traits in yourself, takes this sensation and understanding as a personal value while this is the exact transition in co-being relations, when in collaboration with the other the essential important personal meanings are being born.

**Keywords:** education, educational system, schoolchildren’s personality, values, positional interaction, educational situation, co-being relations, event-driven child-adult community.

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## THEORETICAL AND METHODOLOGICAL FOUNDATIONS AND TOOLKIT OF HUMANITARIAN DESIGN IN EDUCATION

**Abstract.** This article proposes one of the possible answers to the question about the meaning of the introduction of the design paradigms in education. The purpose of this paper is to develop a model of self-development of the teacher, aspiring to realize his or her life's vocation in the context of socio-cultural designing and styling for this means of self-improvement that we defined as humanitarian design. The leading theoretical method of research of the problem is the simulation of conditions transcending the teacher in a humanitarian project to a higher level of development of his or her position in life in the context of socio-cultural design. The empirical techniques were also used in the study: study of the accounting documentation of the experimental sites, pedagogical observation; methodological reflection of my own practice of organizing and conducting organizational simulation exercises, the design and expert seminars in the system of experimental and innovative sites of Moscow and the Perm region from 1991 to 2017. The hypothesis proposed that the level of development of a teacher's life position is determined by awareness, transcending and mastering the functional of a certain place in a certain socio-cultural project. The result of this research is the developed model of self-development of the teacher, aspiring to realize his or her life's vocation in education. The authors propose the concept of attitude and levels of development, socio-cultural project, humanitarian project, a way of understanding the problem situation determining the subsequent life position. The authors also developed a toolkit for improving the quality of project activities of teachers, based on methods of reflexive analysis of activity. In conclusion, the approbation of the tools for improving the quality of project activities of teachers in general education organizations are given.

**Keywords:** humanitarian design, subjectivation of teachers in the project activities, methodology of reflective thinking in education, social and cultural project, way of understanding, generation of meaning, position in life, toolkit to improve the quality of project activities of teachers.

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## STUDENT'S INDEPENDENT WORK AS A TOOL TO DEVELOP COMPETENCIES OF JOURNALISM STUDENTS

**Abstract.** Introduction. Today one of the most perspective pedagogical approaches is competency-based learning. Instead of passively reception and use of knowledge, a student becomes an active participant in the educational process. Competency-based learning is a group of general principles of educational aims, content, educational process as it is, and evaluation of education. The article gives a review of peculiarities of competency-based learning, and compares the most general definitions of competency term. The author lists the most important tendencies of contemporary journalism such as convergence, globalization, and widespread Internet.

Purpose of the article. The aim of the article is to understand the system of independent work of students in the specialty of "journalist" and the analysis of a reader diary that performs motivating and shaping functions.



Research methods. The current research is based on the systematic methodological approach, allowing to analyze independent students' work as a phenomenon integrated in the whole educational process.

**Results.** As the result of scientific literature reviewing, the author comes to the thought that independent students' work should be grounded on the competency-based pedagogical approach. The author determines purposes, principles, functions, and forms of students' independent work. The author analyzes in details reading journal method as the most effective tool to evaluate and check independent work of students, studying "Introduction to the foreign journalism", "The history of foreign journalism", and "The contemporary foreign mass media". Reading journal method is being analyzed in according to types of reading: analytical, studying, searching, introductory, and viewing. The author lists positive aspects of using reading journal as a tool of students' independent work.

**Conclusions.** The reading journal lets students get the following competences: educating, research, social and personal, communicative, organizational, personal adaptation, and ability to work in a team. The common principles of working with the reading journal are flexibility, organization, and freedom. These material can serve as a basis for building students' independent work at other courses.

**Keywords:** competency-based learning, journalism education, independent students' work, reading journal technology.