

Applied and Fundamentals in modern Education: Innovations in outclasses activities for applied specialisations at the Faculty of Philosophy of the Moscow State University named after M.V. Lomonosov

Anna A. Kostikova

PhD (Philosophy), Associate Professor, Deputy Dean for International Affairs, Head of Advertising and Public Relations Department, Chairman of the Department of Philosophy of Language and Communication at the Faculty of Philosophy, Lomonosov Moscow State University

Galina V. Sorina

Dr.Sc. (Philosophy), Professor of the Department of Philosophy of Language and Communication, Scientific Director of the Scientific and Educational Centre "Philosophical and Methodological Design and Decision-making" at the Faculty of Philosophy, Lomonosov Moscow State University

Alexander P. Segal

PhD (Philosophy), Senior Researcher, Deputy Head of the Department of Philosophy of Language and Communication at the Faculty of Philosophy, Lomonosov Moscow State University

Dmitry I. Sharonov

PhD (Philosophy), Associate Professor of the Department of Philosophy of Language and Communication at the Faculty of Philosophy, Lomonosov Moscow State University.

Yulia. E. Kryukova

Tutor of the Department of Philosophy of Language and Communication at the Faculty of Philosophy, Lomonosov Moscow State University

Elena K. Prokudina

PhD (Sociology), Associate Professor of the Department of Philosophy of Language and Communication, Director of the Centre of Creative Industries at the Faculty of Philosophy, Lomonosov Moscow State University.

Ekaterina A. Nabiulina

Senior Lecturer of the Department of Philosophy of Language and Communication at the Faculty of Philosophy, Lomonosov Moscow State University

Evgenii A. Avtandilian

PhD (Sociology), Associate Professor of the Philosophy of Language and Communication Department, Faculty of Philosophy, Lomonosov Moscow State University, Moscow, Russia

Abstract

The article is focused on the innovative practice of outdoors professional school of the Public Relations and Advertising Department of the Faculty of Philosophy of Lomonosov Moscow State University. The author of the article emphasizes the role of philosophical disciplines necessary for the development of professional competencies in various fields, including practical

fields of activity. The author also analyzes the possibilities of an interdisciplinary transition from one subject area to another. The author presents the advantage of reception of professional concepts of Advertising and Public Relations through Literature, Art and Philosophy, precisely through text analysis. The author emphasizes the regulating role of the educational standards of higher education of the Moscow State University named after M.V. Lomonosov in building independent work of students. The author also shows the features of innovative approaches to the organization of extracurricular work of students, new forms of curriculum supervision for undergraduates over junior students.

Keywords: innovation in education, contact hours, outdoors professional activity, creativity, tutorials, target groups, optic media, philosophy of communication, standards of high school education.

.....

Pedagogical role of periodic press in the development of reading activities of the society in Russia at the turn of 19th–20th centuries

Olga N. Malykhina

Teacher of Russian Language and Literature,
Lyceum No. 21, Kursk, graduate student of the Department of Communicology and Psychology,
Southwestern University, Kursk, Russia
E-mail: mon.ic@yandex.ru

Abstract

The article considers the problem of formation of reading activities of the society in Russia at the turn of 19th–20th centuries. The author gives a description of the specifics of the formulation and solution of the problem of reader activity in domestic periodicals. The article presents the results of a study of archival documents and articles in the periodical press. In the historical plan, the author gives a clarification of the content of the concept of "reader activity".

The main methods of work are:

- comparative-historical and theoretical analysis of the sources, describing the features of the formulation and solution of the problem of reading activities in the Russian pedagogy at the turn of 19th–20th centuries;
- generalization, systematization and classification of the material presented in the publications of the study period and modern works.

The author conducted research of archival documents and articles in the periodical press at the turn of 19th–20th centuries, revealing the claimed subject studied thesis and articles by contemporary scholars on similar subjects. The author also raised the issue of education of the present generation by means of modern magazines.

Scientific novelty of work is determined by the contribution of the author in the decision of problems of formation of pupil's reading activity based on domestic experiences, clarifying the meaning of the term "reading activity".

The results of the study confirm that the periodicals at the turn of the centuries becomes an important tool, based on reading activities and directs this activity in accordance with ethical, educational and political demands of the time.

Keywords: reading activity, the periodicals of late 19th – early 20th centuries, pedagogical ideals, education reform.

.....

Potential of musical art in the upbringing of children

Larysa P. Labintseva

PhD (Education), Associate Professor of the Chair Musicology and Instrumental Performance,
Luhansk Taras Shevchenko

National University, Luhansk

E-mail: larissa.labintseva@mail.ru

Abstract

The article considers the phenomenon of musical art in the syncretistic upbringing of children as a means to ensure the preservation and strengthening of health of children. The purpose of this article is to review the theoretical foundations of the syncretistic upbringing of children, the result of which is aimed at formation of spiritual and physical perfection of personality. Of great importance is the training of qualified professionals to carry out the process of syncretistic upbringing of children, to distribute highly artistic samples of music, to cultivate children's interest and love of music that contributes to the awakening of a healthy body's defense mechanisms and gives health and educational effect.

One of the options for using the potential of musical art in syncretistic upbringing is background music, sounding as a "second plan", without setting a conscious perception in class. Background music can affect the learning process, memorization, and recall, performance while solving the control problems and attention problems of cognitive observation. The use of background music is one of the affordable and effective methods of psycho-pedagogical effects. The background music creates a favorable emotional background, helps eliminate nervous tension, develops imagination, enhances creativity, as well as stimulates mental activity, improves the quality of learning, prevents fatigue. The author suggests the following methods and forms of the influence of music on the health of children:

- in extracurricular activities it can be a community of music lovers, folklore association, choral studio, orchestra of noise instruments;
- during the training sessions, it can be the use of background music (when presenting new material), fitness pauses, flash mob, the presentation of rules and suggestions in the form of singing during the lessons of the humanitarian cycle, the creation of personal albums of children (music of health, mood music, music of intellect) , the creation of a syncretistic room (color music, music collections with a certain influence of music on the body, mood, intelligence, communication, relaxation).

The author believes that the expansion and development of the emotional sphere, the experience of joyful conditions leads to the formation of an optimistic worldview, which is the basis for the syncretistic education of children.

Keywords: music, syncretistic education, children's health, kalos kai hagatos, methods, forms, background music.

.....

Interdisciplinary pedagogical research in modern Poland: reality and risks

Alicia K. Savina

Dr.Sc. (Education), Institute for Strategy of Education Development of the Russian Academy of Education, Moscow, Russia

E-mail: alicja@list.ru

Abstract

Introduction. The article reflects the tendency of the formation of a unified science about man, society, state, nature and life, actual for the current state of cognition. In the context of contemporary realities, a reassessment of the notions of the scientific picture of the world and a number of concepts that used to be highly specialized have now become interdisciplinary. Scientific knowledge rises to a qualitatively new level, profound changes occur in the forms of the organization of knowledge, new scientific trends arise.

The purpose of the article: to reveal the current state and problems of interdisciplinary pedagogical research in Poland; to analyze the main directions of the development of the methodological foundations of the interdisciplinary approach and to show its practical application in the field of pedagogical science and education; Identify the dignity and risks caused by this phenomenon.

Research methods: theoretical, comparative-comparative and comparative-historical analysis of scientific literature containing the results of scientific discussions and the latest developments of Polish pedagogical theorists on the problem of interdisciplinary approach to research.

Results of the research: A direct relationship between the state of modern Polish pedagogy and the application of an interdisciplinary approach to research in the field of pedagogy and education; the key role of methodological support of interdisciplinary research is established; the main methodological problems of interdisciplinary research are revealed; examples of the practical application of the interdisciplinary approach to pedagogical research are shown, the advantages and causes of the risks accompanying them are revealed.

The conclusion. Thus, in conclusion, we can draw a few summarizing conclusions:

- an interdisciplinary approach to scientific and pedagogical research is a response to the challenges of modern socioculture and cognitive reality. It is due to a new stage in the development of science, the avalanche-like growth of scientific information and the deepening process of differentiation of scientific knowledge, as well as the need to revise some of the provisions of classical pedagogy from the standpoint of the demands of the modern stage of civilization development. The actualization of the problem has also occurred under the influence of the holistic and cognitive approach dominating in scientific thinking, perceived as an integral, biopsychosocial system, which is the subject of social and cultural life, worldview and axiomatic systems, religion, ideology and life styles;

- an interdisciplinary approach to scientific and pedagogical research in Poland is no longer regarded as a possibility of choice, but as a necessary means of improving the quality of research, adequacy of the constructed theory and projected practice. Exceeding the narrow limits of one scientific discipline and the possibility of describing pedagogical reality, taking into account many positions, over the principle of interdisciplinarity, the real risks caused by the discrepancy between the theoretical and methodological grounds of the interdisciplinary synthesis, the level of development of modern science;

- the direction of modern research conducted by Polish scientists in the field of theoretical and methodological support of interdisciplinary pedagogical searches is evidenced by the transition from mono-science to polyscientific research; the tendency of the convergence of research in the disciplines of the humanities and the natural sciences; orientation on the development of a conceptual apparatus of pedagogy, corresponding to the world level of its development. The orientation towards an interdisciplinary approach, formed in the Polish scientific community, not only does not lose its significance, but, on the contrary, is increasingly actualized and becomes a requirement of a semantic and creative approach to the search for research.

Keywords: hermeneutics, interdisciplinary approach, methodological substantiation, pedagogical status, models of interdisciplinary relations, risks and threats, interdisciplinarity criteria, interdisciplinarity in pedagogical research.

.....

Peculiarities of the methodology of contemporary comparative-pedagogical studies in Russia and France

Svetlana A. Dudko

PhD (Education), Institute for Strategy of Education Development of the Russian Academy of Education, Moscow, Russia

E-mail: svetlana-62@list.ru

Abstract

Introduction. The article is dedicated to the 200th anniversary of the appearance of the "Comparative Pedagogy" term. In the introduction, the author indicates the time frame for the design of comparative pedagogy in the scientific direction and explains the reasons for the transition of researchers from Western countries to the use of the term "Comparative Education".

Purpose of the article. The author gives a description of the general and specific in the methodology of comparative pedagogical studies of Russia and France.

Research methods. The author applies the method of analysis and synthesis, abstraction and concretization, comparison, generalization and interpretation.

Results. Currently, the internationalization of education is continuing in Europe, and sometimes unreasonable demands are made for comparative studies. International organizations propose to master the achievements of more successful countries and, at times, innovations take place without proper study and verification.

Meanwhile, there are many approaches and theories, to which the comparativists refer. The definitions, terminology, and, in general, the methodology of comparative pedagogical studies among the comparativists of Russia and France (and also within one country) often do not coincide. The discrepancies concern the definition of the subject, object and functions of comparative education and understanding of the term "Pedagogy". Therefore, we can talk about epistemological eclecticism in studies of comparative education.

Conclusion. The problematic field of comparative pedagogy needs to be updated both in Russia and in France. The time has come for comparative education to become an independent discipline and ceased to depend on the technologies of other sciences.

Keywords: comparative pedagogy, methodology of comparative studies, comparative education, eclectic of comparative pedagogical studies.

.....

Artistic and educational project "Art and Culture in School" in modern France

Olga A. Maksimenko

Graduate student of the Department of Musicology and Instrumental Performance, Luhansk National University named after Taras Shevchenko, Luhansk

E-mail: olga_211@mail.ru

Abstract

The author of the article gives a description of the content of the artistic and educational project "Art and Culture in School," and also examines the specifics of the implementation of this

project in the educational system of modern France, using various forms of cooperation in the field of art and creating classes with an artistic and cultural project.

Keywords: art and educational project "Art and Culture in School", art disciplines, cooperation, art project.

.....

Image of a young teacher in contemporary Russian and foreign studies

Aliona A. Kulikova

Junior Researcher, Institute of Education, National Research University Higher School of Economics, Moscow, Russia

E-mail: aponomareva@hse.ru

Abstract

Currently, researchers and practitioners around the world are increasingly paying attention to the figure of the teacher. Young teachers are the future core of the school, a special cohort of teachers, which has its own peculiarities and deficiencies, and requiring a separate study. Teacher is a key figure in the education system. And the stage of adaptation and professionalization is the most vulnerable place in the teaching career. That is why more and more researchers focus their attention on the study of young teachers, their professional skills, adaptation, efficiency, attitudes and personal characteristics.

In this paper, we present review of the researches about young teachers in Russia and abroad. In modern literature several areas among researches of new teachers can be identified: studies about the adaptation of young teachers to the school; professional competencies of new teachers, areas of professional development, personal characteristics of teachers, the problem of retaining young cadres in school. The article describes the results of Russian and foreign researches of the indicated areas. We can describe the main characteristics that define the cohort of young teachers and identify existing problems based on the review presented in the article. However, there is the lack of comparative studies on the comparison of young teachers from different countries or the comparison of teachers of different age groups. Such studies would reveal trends and patterns in the field of the study of young teachers and produce the information to correct and evaluate the educational reforms associated with this group of educators.

Keywords: young teachers, professional development, adaptation, professional competence.

.....

Experience of portfolio introduction for estimations of achievements and development of students of UK universities

Natalya Yu. Shaposhnikova

Senior Teacher, Moscow Polytechnic University, Moscow, Russia

E-mail: nataly_353@mail.ru

Abstract

Introduction. The author of the article highlights that it is important to realize the principle of individualization of the learning process in Russian higher education institutions nowadays. The aim of the article is to study the implementation experience of a similar process – Personal Development Planning (PDP) in UK universities, which is realized through the introduction of

the system of students' Progress Files.

The main part. The article presents the history of the introduction of students' progress files into UK universities; it also shows the differences in the understanding of the PDP conception and in approach to its implementation. The analysis and comparison of the results of surveys, conducted when the system of students' progress files was being implemented, have let us find the main difficulties as well as the advantages and disadvantages of the introduction of PDP into UK universities.

Through the example of the University of Glamorgan the author examines the process of progress files' implementation, paying attention to the 2 main issues that need to be addressed when doing so: the formulation of PDP objectives and the search for the necessary resources that are needed for its implementation. The university experience proves that the forming of PDP and the use of progress files play an important role in improving the learning process and expertise (learning and professional knowledge and skills) of learners.

Conclusion. The author backs up with facts the statement that Personal Development Planning can be an integral part of the learning process. The importance to motivate the university teachers and students to take part in the implementation of progress files is emphasized.

Keywords: individual educational path, students' academic freedoms, personal development planning, student's progress file.

.....

On the Problem of Improving the Federal Legislation on Continuing Education in the Russian Federation

Nikolai A. Lobanov

Professor, President of the Public Association "Lifelong Learning for All", St. Petersburg, Russia

Abstract

The author of the article considers the need to move from the legal regulation of education in its traditional sense, which operates in accordance with the Federal Law "On Education in the Russian Federation", to the legal regulation of continuing education as a social reality that has developed in the sphere of education in Russia.

Keywords: legislation, legal relationship, public relations, continuous education, legislation on continuous education.

.....

Resource model of network-college in the system of continuous vocational education

Mihail V. Nikitin

Dr.Sc. (Education), Professor, Leading Researcher, Research Centre of Continuing Education, Institute for Strategy of Education Development of the Russian Academy of Education, Moscow, Russia

E-mail: niki5.53@mail.ru

Abstract

The article is devoted to the analysis of the leading theoretical components of the formation of the resource model of a large network college, which is an educational complex. The interdisciplinary research was carried out in line with the methodology of the scientific school of

academicians of the Russian Academy of Education S.Ya. Batyshev, A.M. Novikov, and the professor T.Yu. Lomakina. This scientific school determines the principle of social development, namely continuous professional education and education of a competitive professional and citizen.

Keywords: Largest network-college - an educational complex, network of personalized educational community, clusters of network educational programmes, consistency and continuity of network vocational education, applied values as ethical standards of vocational activity of workers and specialists.

.....

Training of English language in vocational education

Natalia V. Matveeva

PhD (Education), Teacher of English, Serpukhov College, Associate Professor of the Chair of Linguodidactics, Russian University of Transport

E-mail: matveevanv@mail.ru

Abstract

Teaching the correct pronunciation is an important aspect in teaching English. British methodologists recommend starting teaching young people aged 15–18 with the phonetic induction course at any level of education. This course should include theoretical information on phonetics, learning through play exercises and cross-cultural component. The formation of phonetic skills of Russian colleges and universities students has its own peculiarities: the majority of colleges and universities have not an induction but supporting course of phonetics in the program of teaching English. This supporting course includes not only the learning through play but also the traditional phonetic exercises. A wide usage of information and communication technologies is an essential feature in learning phonetics. The author's practical work at college and at university as well as the conversations with college and university teachers show that college graduates being enrolled in University need special pedagogical support in the formation of audiolingual skills. Many of them have gap years in learning English, there are various factors leading to decreasing the motivation, college graduates don't have skills in independent work on phonetics. The article proposes solutions of the college graduates problems in the formation the phonetic skills at university. University teachers should provide pedagogical support to college graduates, and college teachers on their part should teach their students to work on phonetics independently.

Keywords: English language, vocational education, college, college graduate, university, phonetics, phonetic skills, pronunciation, supporting phonetic course, traditional and play exercises, ICT, pedagogical support.