

Problem of comparability of results in international comparative studies of educational achievements

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Abstract

International comparative studies of educational achievements became a driver of the ongoing changes in the educational system in many countries, including Russia. The largest international research is in many ways an example of effective design and implementation of the study of educational achievements on a global scale. However, today many studies of a lesser scale are being conducted. These studies also involve comparisons of the educational results obtained with various language versions of the assessment instrument. Nevertheless, regardless of the scale, resources and the number of participants, the studies that suppose comparisons require convincing evidence of the high quality on each stage of their life cycle from developing tools to interpreting their data. In modern practice, the examples are known, when researchers were not able to ensure comparability of measurements, and therefore, comparisons of the evaluation results were impossible. The purpose of the current paper is to show international experience in applying strategies and methods to ensure comparability of the results for comparative studies. The article examines the main problems and challenges that the organizers of international comparative studies face; it proposes procedures for assessing possible threats; and, finally, it considers the mechanisms developed by the international community to ensure comparability of these studies. Only in the case of strict adherence to the procedures for ensuring the quality of an international study, the conclusions, comparisons and interpretations made on its basis can be recognized reliable and fair.

Keywords: international comparative studies, adaptation, evaluation, comparability, equivalence of results, comparisons.

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Training entrepreneurship in Denmark: system-forming dominants

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Introduction

Currently, the issues of entrepreneurship education are relevant all over the world. The importance of entrepreneurial training directly affects the development of the state's economy, new markets and new jobs. From this point of view, the experience of entrepreneurship education in Denmark is interesting, which is a system that affects all levels of education with the gradual inclusion of the younger generation in entrepreneurial activities. In the context of the problem, the "Strategy for Education and Training in Entrepreneurship" of the Danish government, which is the basis for the training of young people competent in the field of entrepreneurship, is of particular interest. The article reveals the main directions of the work organized by the Danish Enterprise Fund: the creation of a single system of entrepreneurial training; the development of training programmes for trainers and managers of entrepreneurship training; creation of a system of close cooperation between industry and educational institutions. In the article special attention is paid to the system of extracurricular activities that allow to motivate young people to develop entrepreneurship, such as business camps, forums, festivals, fairs. Much attention is paid to the peculiarities of teacher training in the format of learning innovations and entrepreneurship.

The purpose of the article is to present the experience of Denmark in building a system of entrepreneurship education through all levels of education.

Research methods are the system-structural analysis, generalization, interpretation, work with documents.

Results

The article describes the main elements of the entrepreneurship education system that determine the effectiveness of preparing the younger generation for the construction of a new state economy. The results of the study made it possible to identify the basic principles of the construction of state policy aimed at obtaining a result that is significant for Denmark - forming the formation of a new generation of entrepreneurs.

The conclusion

Studying the experience of leading economic powers, we can conclude that entrepreneurial training is a long-term process of personal education, including a set of activities at different levels of education, contributing to the development of entrepreneurial qualities required in the business environment. The experience of Denmark reveals important principles of a successful combination of state policy and pedagogical technologies in the implementation of the entrepreneurial approach in teaching.

Keywords: strategy of entrepreneurship training, Danish Enterprise Fund, system of entrepreneurial training and support in educational institutions, entrepreneurial training of teachers.

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Special features of application of learner-centred exercises for training monological speech

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Abstract

This article describes the system of learner-centred exercises, based on the learners' language level, as well as their individual style of activity, types of mastering a foreign language (communicative and non-communicative/analytical types), learners' interests, a special selection of language tools that ensure the expression of students' individuality, their "Self-concept", as well as developing the ability to create monologue statements depending on their functional-semantic type (narration, description, argumentation and oral presentation). During the work at the system of exercises the authors oriented to the functional-semantic types of monologue actual for today's pupils giving the idea of the composition of monologue statements. Specially designed classification of speech situations, as well as stimulus for speech activity helped to motivate pupils to speak up. As a result of training, the learners' statements became more structured and coherent. Learner-centred exercises imply the optimal set of non-communicative, relatively-communicative and communicative exercises, corresponding to the requirements, and ensuring the successful mastering of this form of communication by pupils.

Keywords: monological speech, learner-centred approach, learner-centred exercises, "Self-concept", individual style of activity, communicative and non-communicative/analytical types of language mastering, functional-semantic types, non-communicative, relatively-communicative and communicative exercises.

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Improvement of the system of higher Russian education with the use of dual training mechanisms

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Abstract

The authors of the article reveal the problems of mismatch of graduates of educational institutions to labour market requirements. Thus, the main goal of the article is the analysis of the current state of the labour market in Russia and development of recommendations on introduction of dual education in higher education. The methodological basis of research is the dialectical method of cognition and systematic approach to the analysis of the facts and phenomena. The analysis methods used in various combinations at each stage of the study, depending on the purpose of the study, and also depending on the problems under consideration, contributed to the increase of the reliability and validity of the conclusions made by the authors of the work. The authors of the article analyzed the indicators of the employment of graduates in Russia, the index of labor migration in the Republic of Tatarstan. In order to increase the competitiveness of young personnel, as well as the balanced saturation of the labor market, the authors of the article suggest introducing a dual model of education in the higher education system, in particular, the authors are proposing improvements in the educational process at the Kazan (Privolzhsky) Federal University. The authors also recommend the formation of a continuing education technician through the establishment of "quarterly" education, involving comprehensive training on the basis of interaction of four educational units: the national higher or secondary educational institution, company, training centre, distance learning programme leading universities of the world.

Keywords: dual system of education, skilled workers, employment, practice, study, task order, the employer.

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Structure of the formation of universal educational activities for students of the basic school

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The authors of the article describe the activity approach, which constitutes the theoretical basis for the work on the design and formation of universal educational activities for pupils of the main school. An analysis of the results of the research allows us to state that the prerequisites for a theoretical and methodological interpretation of the problem of the formation of universal educational activities for the students of the basic school have been sufficiently developed. These are the following: at the general theoretical level, the authors of the article justify the ideas in the field of the formation of skills and competencies, and also substantiate the idea of the need to increase the share of practical knowledge and skills in the content of education.

The purpose of the study is the theoretical substantiation, development and specification of the types of universal learning activities formed by students of the basic school.

Methods

Studying and generalization of innovative pedagogical experience of formation of universal educational actions of students of the basic school; analysis, synthesis, systematization, comparison, classification, modeling and design.

Conclusion

The universal character of educational activities is manifested in the fact that they are of a more subject, meta-subjective nature; realize the integrity of general cultural, personal and cognitive development and self-development of the individual.

Keywords: universal learning activities, pupil of a basic school, personality qualities.

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Review of modern foreign investigations of pedagogical problems of reading in the 20th century

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The globalization and informatization have influenced all spheres of human activity including educational process. Reading is one of the most important cognitive processes that in methodology of teaching is treated as receptive activity responsible for acquiring and processing information. Nowadays the process of reading is under the influence of different changes – for example, in the format of presentation – linear and non-linear (hypertext), in the form (printed and digital), in time and place of reading, also in the educational objectives that are emphasized in educational standards and reflected in assessment documents. These factors result in challenges of the 21th century in the sphere of reading. In the article the authors suggest an overview of foreign researches on this topic aimed at revealing the way foreign colleagues treat this issue and at conducting further researches in the field of competent reading, the role and behavior of a contemporary learner-reader and the ways of developing their academic skills and cognitive abilities in reading and with the help of reading.

Keywords: reading, contemporary learner, challenges of time in reading, hypertext, multitasking, authorship.

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Innovative processes in Ukrainian higher pedagogical education

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The author of the article consider the essence of concepts "innovation", "innovation processes" in education in scientific interpretation of the Ukrainian researchers. The author concentrates on the tasks of pedagogical education in the conditions of a new social order, reveals the directions of renewal of Ukrainian higher pedagogical education in the context of European integration processes. The author of the article also notes the importance of granting autonomy and a certain independence to pedagogical universities in order to improve the effectiveness of scientific research and create conditions for the preparation of innovative pedagogical specialists.

Keywords: innovation, innovative process in education, teacher education, teacher training, innovation in higher pedagogical education.

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Legal aspects of modernization of the Russian education. Retrospective for prospects

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Abstract

The author of the article justifies the urgency of addressing historical problems of the formation of legal mechanisms for the modernization of Russian education, reveals the leading methodological approaches and analyzes the main existing views on the problem.

The main part of the article focuses on the historically consistent presentation of the legal aspects of modernization of the Russian education since the eighteenth century until the 2012 year, the time of the adoption of the Federal law "On education in the Russian Federation". Describing the features of legal confirmation of the education modernization basics, the idea is elaborated that in pre-Soviet, Soviet and post-Soviet periods, it was a common process but with different political and legal overtones. It was aimed at solving the problems in a specific historical era that were most strategically important for general education development not only in the direction of its westernization, but for preserving the national traditions as well.

The conclusion

The author of the paper show that in formulating the legal basis of modernization of the Russian education, the Russian political power almost always, to the best of its views, tried to balance between the westernization and traditional value basis of education, that to a large extent has determined the national images of the modernization processes in the sphere of public education in the country.

Keywords: legal basis of modernization of the education, history of the Russian education, strategies of modernization of the education, principles of education, circular right, innovations in the education.

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Problem of socio-cultural adaptation of preschool migrant children using humanistic pedagogy principles

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Abstract

At the present time, migration processes are going on all over the world. Every year forced migration brings more families with children to Russia. Adapting children to new socio-cultural environment has become an important mission of educational organizations, and the humanistic paradigm is the most relevant and effective in destabilized society.

The author of the article gives a brief overview of the thesaurus of migration, summarize the underlying conditions, duration (long-term and short-term migration) and difficulties encountered by newcomers; it will also outline the particular aspects of migration to the Russian Federation including the migrant status. An overview will be given on the modern-world childhood; the contrast will be shown between the pressing necessity for a new approach to education and the obsolescence of old methods that no longer satisfy the developmental pace of a modern child.

The special attention will be given to psychophysiological and other developmental issues of pre-school children resulting from migration and to the migration-specific difficulties hindering their adaptation to the new environment. The article will also touch on the topic of unpreparedness of the teachers to deal with these new categories of children and their families. The necessity of personality-oriented educational strategies will be discussed as well as the problem of tolerance in the host community.

An experimental research has been conducted using the following methods: analysis of the domestic and foreign experience, methods of theoretical modeling and educational forecasting, questionnaires, observation, interviewing and mathematical statistics (qualitative analysis of quantitative statistical variables). The author will summarize the results of the research of socio-cultural adaptation of preschool migrant children using humanistic pedagogy principles. A brief overview will be given of relevant and effective principles of work with pre-school children in educational institutions. This article will explain how the specialized humanistic-oriented training will prevent xenophobia and ethnophobia among teachers and parents. The author will also emphasize the relevance and effectiveness of humanistic ideas in education and importance of the assistance in socio-cultural adaptation of preschool migrant children in educational institutions. The author of the article gives a brief overview of the thesaurus of migration, its causes, terms and difficulties encountered by the migrants, and also notes the peculiarities of migration and migrant status in the Russian Federation. The author examines in depth the profound changes in modern childhood, the need to find a different approach to education and

training, a departure from traditional methods that are outdated and do not reflect the "actual level of development" of children. The author pays special attention to the impact of migration on psychophysiology and the development of the child of preschool age, considers the difficulties accompanying the move and makes it difficult to adapt. The author of the article also shows the unpreparedness of the pedagogical community to work with new contingents of pupils and their families. The author justifies the need to select child-centred educational concepts that address the problem of tolerance of the host society. The author conducted experimental work on the basis of generalization of domestic and foreign experience, the use of theoretical modeling methods and pedagogical forecasting; with the help of questionnaires, pedagogical observation, conducting interviews, methods of mathematical statistics (qualitative analysis of quantitative statistical parameters). The author gives some results of the study of the problem of socio-cultural adaptation of migrant children in the pre-school educational organization on the basis of the principles of humanistic pedagogy. The author makes a brief overview of the principles that are effective and appropriate for working with children of middle and senior preschool age in an educational organization. The author substantiates the effectiveness of special training of pedagogical personnel for work in the humanistic paradigm for the prevention of xenophobia, ethnophobia among the pedagogical collective and the parental community. The author draws conclusions on the timeliness, relevance and effectiveness of building an educational process on the ideas of humanism, the importance of accompanying the process of socio-cultural adaptation of migrant children in a pre-school educational organization on the basis of the principles of humanistic pedagogy.

Keywords: migrant child, migrant children, modern childhood, the principles of humanistic pedagogy, socio-cultural adaptation, the humanization of upbringing, pre-school educational organization, multi-ethnic society.

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Content of pre-university training in the context of integrating general and vocational education

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Abstract

Introduction

The modernization processes in Russian education aimed at providing its continuity cause changes of all educational system. The expected efficiency of an early profiling in school education can't be reached only by differentiation of levels of teaching educational areas as the traditional maintenance of these areas doesn't include the training material directed to realized and provided professional self-determination of pupils is information. In the article continuity of general education and vocational training is provided by the implementation of additional general development programmes in the pre-university educational space of the university, which causes the research interest in the problem of formation of the content of pre-university education.

Research Methods

The content of pre-university education is formed on the basis of integration culturological, the personal focused and competence-based approaches at preservation of backbone function of the first.

Results

The purposes of modern pre-university education, according to the author, are unattainable at development of the separate subject programs of pre-university preparation which are carrying out the "catching-up", filling, compensatory function that sets a task of design of complete content of the pre-university education which is beyond one subject and in general only subject activity. According to modern interpretation of theoretical model of content of education of Krayevsky – Lerner, the content of pre-university education at the university is formed at hierarchically located levels. In article the attention is focused on formation of "dopredmetny" content of pre-university education.

Conclusion

The assimilation of socio-cultural experience by students, which, becoming part of their personal sphere, facilitates the entry of a person into the world of culture becomes the expected effect of implementing the projected content of pre-university education at the university.

Keywords: culture, continuous education, pre-university education, contents, university, educational programme, curriculum, subject.