

Marina I. Frolova, Larisa Yu. Bukina

PEDAGOGICAL CLUSTER AS A FACTOR OF SELF-DEVELOPMENT OF MUNICIPAL EDUCATION SYSTEM

The authors of the article propose a hypothesis about the creation of a pedagogical cluster as a breakthrough mechanism capable of ensuring the development and self-development of the municipal education system of the city of Vladivostok. The substantive core of the pedagogical cluster is the process of personal-professional self-change of the mass pedagogical worker into the teacher-transformer (motivated to change themselves, others, surrounding reality), which leads to the possibility and necessity of creating the author's "pedagogical practice", the awakening and development of the teacher's subjectness, the birth of the whole cumulative subject of education development.

Keywords: *pedagogical cluster, development and self-development of the municipal education system, advanced development, subjectivity in education, assembly of development actors, an integral aggregate development subject.*

Natalia B. Moskvina, Svetlana P. Mashovets, Marina I. Frolova

TRAINING OF THE MANAGEMENT RESERVE FOR THE EDUCATION SYSTEM: REFLECTION OF THE FIRST STEPS

The article presents the first experience of the School of Management Reserve of the Education System in Vladivostok. This experience is not yet complete.

The article has reflective and analytical features. Its purpose is to comprehend the approaches that are the foundation of the reserve School, to present these approaches to the professional evaluation. This is necessary in order to clarify, adjust and develop the approaches and practice of their implementation in future.

The article substantiates the need for training of future managers, provides the reasons that make this task relevant; provides links to interesting foreign experience in this field, assesses situation in Russia in this field.

The particular emphasis is: the education system should focus on the development in order to train management reserve, on the one hand, and, on the other, the training reserve becomes as a factor of the development of the system.

The authors focused on two issues. The first issue concerns the membership of the reserve School and the principles of its organization. The risks connected with the opposition of the current principals of educational organizations are analyzed as well as the ways to reduce these risks.

The second question detailed in the article is the principles that are the foundation of the School. The basic principles are: the authorship; the elevation of educational needs; practical orientation of reserve training; ensemble as a way of working and training; reflective training; value determination of working and training. These principles are not just declared, but justified; some ways of their practical implementation in the practice of reserve training are described.

This allows to conclude that the School of the Reserve of principals of educational organizations, which began in Vladivostok, corresponds to the characteristics of the humanitarian system.

Keywords: *school of management reserve; the authorship; the elevation of educational needs; practical orientation; ensemble; reflective training; value determination.*

Mikhail N. Nevzorov, Marina A. Nevzorova

REALISATION OF THE IDEA OF THE SUBJECT OF DEVELOPMENT IN THE MUNICIPAL EDUCATION SYSTEM OF VLADIVOSTOK

The crisis of Russian education is stipulated by impersonality of national development. In Russian education there is no pedagogical consciousness. Antinomy of pedagogic comprehension and dismal reality of educational mainstream. Is there a gulf between them? Teacher education as a representative of pedagogical science is far removed from the problems of mass education. By declaring the necessity of “futurization, digitization, individualization” decision-making authorities declined all responsibility for educational fate and put it up to the subsidized municipal education systems and pedagogy - ignorant, emotionally burn-out heads of educational organizations. The primary social function of municipal structure is conservation of children’s energy. Actually, educational function is nowhere in evidence, and the school lives in the past.

Methodologic basement: On becoming the collective performer in education within “Russian impersonality”; pedagogic praxeology (transformation of dismal reality of educational mainstream); instructional design based on the methodological principle of “nurturing”; designed consciousness (from the future). Meeting of Pedagogical science and municipal education system administration. Arising teaching community of the city lives in the relational time (event-related). The basic meanings of the pedagogic context of the city. The mission of The City department and pedagogical science in the reciprocal action. The ideas of educational process and practice are brought up to date. Instructional design as the method of pedagogic existence includes three basic blocks: self-change of a teacher-designer, representation of prospective instructional practices of the school, the current project implementation. Pedagogical project logic. The strategy of Vladivostok municipal

education system development for 2019–2023. The three long-range dispositions in the “pedagogic consciousness” of the city.

Keywords: *antinomy, pedagogic landscape, pedagogic consciousness, pedagogical process, pedagogical practices, instructional design.*

Galina L. Kopoteva, Ekaterina N. Molodykh

REFLECTION OF THE FEDERAL STATE EDUCATIONAL STANDARDS VALUES IN THE PEDAGOGUES’ PROFESSIONAL CONSCIOUSNESS

The authors of the article analyze the modern ideas about professional pedagogical consciousness, its role for the development of personality and professionalism of the teacher. The authors present the results of a survey of deputy directors of schools in Vladivostok on the self-assessment of their value orientations related to the implementation of the Federal State Standards of General Education. The article provides recommendations for creating conditions for the development of professional consciousness.

Keywords: *professional pedagogical consciousness, “professional” self-consciousness, “models of the professional consciousness of the teacher, conditions for the development of professional consciousness.*

Oksana V. Zheleznyakova

PEDAGOGICAL CONDITIONS FOR THE FORMATION OF TEACHERS’ READINESS FOR INNOVATION ACTIVITY

The article presents the experience of creating pedagogical conditions for the formation of teachers’ readiness for innovative activity on the example of a secondary school in the realization of the innovative school project “the Introduction of an enriching model of teaching in the educational process of the school.” There is a set of measures to overcome inner risk in the realization of the project (the unavailability of teachers of educational institutions to innovation).

Keywords: *pedagogical conditions, teachers’ readiness, innovative activity, school project, team of like-minded people.*

INTERACTIVE BACKGROUND OF EDUCATIONAL INNOVATIONS IN THE ASIA-PACIFIC REGION

The article analyzes a number of educational innovations in the countries of the Asia-Pacific region (PRC, Japan, Republic of Korea, Republic of Singapore). The interactive dominant of many modern educational practices is singled out: the interactive context of computer educational technologies and educational robotics; use of texts of a new nature; the organization of interactive museums and educational technology parks as a new type of integration of the learning space and the industry of intellectual, science-intensive entertainment; children's interactive theme parks of early career guidance KidZania. Interaction is seen as an important means of solving educational problems. When researching the nature of various interactive forms of education, attention is drawn to their developing, autopoietic nature of communication. The specifics of the process of autopoiesic communication is defined as an interdependent process of the creative productive activity of a person and the process of personal growth. Analysis of the interpsychic nature of interactive cultural and educational practices is the main subject of discussion. The peculiarity of interpsychic action within the framework of educational practice is considered in the context of two types of community: 1) joint - mutually active; 2) aggregate - the action of the general - having common meanings. The meaning of the interpsychic action as an action of an open, unfinished action is clarified, in which the place for the child's assistance, the birth of the children's initiative, the step of development is preserved.

Keywords: *interactive cultural and educational innovation practices, autopoietic communication, interpsychic action.*

MODEL OF INTEGRATED ORGANIZATION OF THE NATIONAL REGIONAL COMPONENT OUTSIDE REGULAR SCHOOL TIME

At the present time the activity in the classroom is not always able to provide sufficient conditions for the development of creative potential of students. Therefore, the issue of additional education is particularly relevant today, as it is aimed at meeting the needs for training that expand and deepen the knowledge of students, for example, in the Russian language, going far beyond it. By its importance the additional education is not inferior to the basic one and even has an advantage over it, since students have the opportunity to independently choose the type of activity according to their interests. Of course, the school gives a significant General education, but it is the work of the circle contributes to the multifaceted development of the child's personality.

The author of the article considers the issues of additional education of students on the basis of the work of the children's group called "Toponymy of Primorsky Krai" at school No. 8 in Vladivostok as part of the "School is a territory of cooperation" project.

The author presents features of toponymy as an essential element of linguistic and local studies with students.

Keywords: *additional education, toponymy, lingvostranovedcheskii work, national-regional component.*

Larisa Yu. Bukina

GYMNASIUM AS SCIENTIFIC AND METHODOLOGICAL CENTRE OF TOPICAL PEDAGOGICAL PRACTICES

The article deals with the formation of pedagogical consciousness and its impact on the quality of teaching practice. The author offers a pedagogical project, the implementation of which involves the possibility of purposeful formation of professional consciousness in the process of translation (on the psychological and pedagogical foundation) of a wide range of relevant pedagogical practices, that is, practices that meet the challenges of education from the future.

Keywords: *pedagogical community, pedagogical consciousness, actual pedagogical practice, scientific and methodical center, model of professional development, the mechanism of translation of pedagogical practice, pedagogical training.*

Irina N. Golovina, Elena F. Zachinyaeva

PEDAGOGICAL PROJECT "PROFESIONAL SAMPLES IN SCHOOL" AS A MEAN OF DEVELOPMENT OF SCHOOLCHILDREN'S PERSONALITY QUALITIES

The authors present an experience of development and partial implementation of the pedagogical project "Professional Sample at School" based on Vladivostok Education Centre No. 28 with in-depth teaching of foreign languages. The project was developed by a project team consisting of school teachers. It responds to the problem of preparing a graduate with advanced personality (subject) qualities, who can make an informed choice of a profession.

Based on the works of outstanding scientists in the field of subject psychology, the authors take the personality qualities as a necessary condition for development of teenager subjectivity – an ability to manage and plan their actions, implement the

planned programmes, monitor the progress and evaluate the results of their actions, make a reflection.

The important factors in the development of students' personality qualities are a teenager environment and adults who appreciate person's personality beginning.

The most effective means of developing students' personality qualities can be a pedagogical project, which provides personal development for all participants of project activity: both children and adults.

The authors consistently describe the main work stages of project: an idea, modeling, construction, perspective planning, approbation.

The article represents the project's passport, its methodological support, a plan of measures for the project implementation, possible project results. In addition, the article contains some documents that allow to technologize the preparatory stage, to give head of organization a holistic view of the project. The coordinator gets an opportunity to track the coordinated cooperation of all the participants, which often fails in pedagogical sphere.

At the end of the article, authors formulate intermediate conclusions of the initial stages of the project implementation.

Keywords: *pedagogical project, subject qualities, subject of activity, subjectivity, professional samples, project activity, professions of the future.*

Galina N. PetrovaLyubov N. Gerasimenko

MANAGEMENT MODEL OF TEACHING ADOLESCENTS AS A RESPONSE TO THE CHALLENGES OF THEIR GROWING UP (BY THE EXAMPLE OF SOCIAL DISCIPLINES)

The authors of the article consider the process of introducing a teenager to the experience of culture, acquiring a qualitatively new level of personal maturity as a process of growing up. The authors determine the increase in the degree of autonomy of a teenager, the ability to make a conscious choice as his/her criterial characteristics. The authors note that despite the social significance of the organization of the process of maturity for older adolescents, in educational practice this process most often proceeds spontaneously. The possibilities of educational disciplines for this purpose, including public ones, are insufficiently considered by teachers. Relying on the idea of B. D. Elkonin about the obligatory for any development change already established way of action, the article examines the management model of education for adolescents. It is aimed at growing special samples of students on the basis of self-formulated goals, becoming an instrument for testing new horizons for their independence and goal-setting. The test in the activity approach, on which the research is built, is the "activity unit of growing up". The resolution of the contradictions of the situation of "adulthood", typical for the age under consideration, is traditionally

associated with the organization of student communication. The proposed approach allows to ensure the process of growing up through the content and means of the academic discipline, the communication organized in the lesson is filled with the meaningful meaning of the lesson. Examples are given of the use of methods of the control model in the organization of training classes on history, social science, used by the authors in the formative stage of empirical research. The results of an empirical study are presented, during which a control model was implemented. The fixed positive dynamics in all indicators of adolescent growing (the locus of control (internal and external), the ability to see cause-effect relationships, the presence of personal meaning) gives reason to talk about the effectiveness of this method.

Keywords: *bringing up the learning potential, challenges to education, management model, growing up, responsibility and independence.*

Oksana G. Untilova

SCHOOL SCHEDULE AS A RESOURCE FOR THE DEVELOPMENT OF EDUCATION

The Russian system of education has an interesting experience, which determines the subject of the review of scientific researches. The research of experience of organization of study time in the school education in Russia is interesting because it gives a general idea about new trends in the educational practices. There is a difference in approaches to school lesson schedule in the West and East of Russian regions. The special attention is paid to the correlation of order and quality of the students education because they set the certain level to all others types and forms of tuition.

This review represents the interaction between the schedule and lessons structure.

Information was obtained empirically during the period from 2015 to 2017 year.

The review presents the experience of using two pedagogical technologies in the organization of classes: TOGIS and the technology of educational immersion for those that study the problems of school education as such and relate directly to pedagogical education. The subject of this review is the school schedule as a resource for the development of education.

The practical significance of the subject under review lies in the fact that on the basis of clarifying the specifics of the interaction between the schedule and the content of education recommendations on the organization of education process of students can be developed.

Keywords: *training, time frame, schedule, algorithm of work, organization of activity, variability.*