

Question of ensuring the successful development of a scientific school by referring to a scientific school of L.I. Novikova

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Abstract

Recently, the emphasis in science has been on giving more attention to the development of scientific schools. Scientific schools can act as an impetus for the intensive development of science.

The purpose of this article is to consider some common problems of the development of scientific schools on the example of the formation and development of the scientific school of the academician of the Russian Academy of Education L.I. Novikova "System Approach to the Upbringing and Socialization of Children and Youth". In 2018, would have been L.I. Novikova's 100th birthday.

Among the problems of the development of scientific schools can be considered the following: reasons for the emergence of schools; process of school development; characteristics of the leader; types of students; possible scenarios for the development of the scientific school (evolution and disappearance); emergence of new scientific schools within the old ones; conditions that ensure the successful development of the school. In the first place among these conditions are the traditions of the school. An important condition for the development of the school is also the existence of theoretical provisions on which an understanding of the phenomena of upbringing is built. The elaboration of prospective directions for the development of the scientific school, as well as the openness of the school, are unconditional for its development.

The author of the article shows a different understanding of the scientific school among its researchers.

Methods of research: analysis; generalization; comparison; interpretation; systematization; historical excursion.

The author of the article also shows that the general characteristics of scientific schools also apply to the school of Academician L.I. Novikova. The main achievements of the school of L.I. Novikova and the prospects for its development are presented in the article.

Keywords: upbringing, leader, interdisciplinary approach, scientific school, development, systematic approach, traditions, success, stages.

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Ideas of L.I. Novikova in the context of upbringing phenomenology

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Abstract

The scientific and pedagogical heritage of Academician of the Russian Academy of Education, L.I. Novikova has become more and more active in recent years as an independent subject of reflection and analysis. According to the author, this is possible for the reason that the scholar's texts conceal several levels of meanings, the comprehension of which in new socio-cultural conditions becomes a productive research task.

The purpose of this article is to analyze the scientific and pedagogical heritage of L.I. Novikova in the context of the phenomenological approach, as well as the specification of the individual installations characteristic of the scholar's heritage that influenced the development of the phenomenology of education.

The methodology of the study is determined by the totality of methodological approaches characteristic of the research of L.I. Novikova's scientific and pedagogical school (systemic, environmental, ambivalent, synergetic) with the predominance of the principles of the phenomenological approach. The leading methods are the followings: analysis of the scientific and pedagogical heritage of L.I. Novikova; works of researchers of its scientific school; systematization, concretization of basic ideas; interpretation of certain provisions from the standpoint of modern scientific social and humanitarian knowledge.

The author of the article relates the following to the basic attitudes that have served the development of the phenomenology of education: the study of upbringing not only in the logic of the flow of linear processes, but also from the position of nonlinearity, stochasticity; the treatment in describing the processes and phenomena in education to rational control in combination with uncontrolled or partially controlled manifestations; the affirmation of the dominant relations in education and its projections (educational process, educational phenomenon, educational events, etc.); the assessment of educational practices from the standpoint of personal and human dimension; actualization of the factor of socio-cultural conditioning of upbringing, educational components of the socio-cultural situation of personality development; the definition and content of those pedagogical essences that were not objectified during the life of Academician L.I. Novikova, but are relevant in modern scientific pedagogical knowledge (identity, basic set of identities, the culture of educational organization as an integrative property of its educational system in the unity of the value, traditional and symbolic components).

Keywords: education theory, scientific-pedagogical heritage, phenomenological approach, collective theory, educational system, identity, culture of the educational organization.

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Initial foundations and guidance of the research of upbringing space of a town in the creative heritage of L.I. Novikova

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Abstract

The authors of the article made an attempt to present the genesis of the concept of "upbringing space of a town". The authors analyzed the scientific ideas of Academician L.I. Novikova, revealing the essence of the concept of "upbringing space". This refers to the concepts that determine the isolation of the definition of "upbringing space of a town" in the categorical field of modern theory of upbringing.

Keywords: theory of education (upbringing), social upbringing, upbringing space, town.

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Scientific school of L.I. Novikova as an expert community

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Abstract

Introduction. The authors of the article consider the problem of examination of upbringing, the characteristics of expert methods and expert communities, and also analyze the aspect of the formation of the author's expert community of the scientific school of L.I. Novikova.

Purpose of the article. To understand the essential characteristics of the scientific school as an expert community, the specific features of expert communities in the field of education, it is necessary to determine the essence of the concepts of "expert", "expert community", to consider the historical aspect of the idea of formation of expert communities, to describe the actual expert methods and to justify the characteristics of L.I. Novikova's scientific school.

Methodology and research methods. The following ones were used as research methods: analysis of philosophical, sociological, psychological and pedagogical literature, analysis of the history of expert methods, the study of the existing experience of the formation of expert communities in the field of education, the expert community of the L.I. Novikova's scientific school in particular.

Research results. The article analyzes in detail the requirements for experts, the characteristics of experts as specialists, the features of the expert community in general and in the field of education, in particular, the analogy of L.I. Novikova's scientific school of with the expert community.

Conclusion. In general, we can say that the concept of "expert" and "expert community" has been sufficiently developed. Available to date, theoretical developments and accumulated empirical research reflect the specific characteristics of expertize in the field of education: the possession of a high level of competence in the field of education, a good level of methodological and methodical literacy, expressed personal and professional position with a

guide-to implement the developing function of expertise, with the desire to make joint efforts for better results. It is determined that a distinctive feature of the scientific school of L.I. Novikova as an expert community was the presence in his professional baggage of a combination of worked out theoretical approach to education – the theory of educational systems and a clear algorithm for the analysis of education in a particular institution. The analysis of the above allowed us to consider the expert community formed within the framework of the scientific school of L.I. Novikova as a competent community of specialists in the theory and practice of education. The presence of such a combination, namely, a well-developed theoretical approach and an understandable practical toolkit can serve as a good basis for analyzing upbringing in modern conditions.

Keywords: expert community, scientific school, expert, examination of the process of education.

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Network horizons of the upbringing systems theory

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Abstract

Introduction. The lack of relevant theoretical materials and educational manuals for including modern network discourse in education is one of the most important problems of pedagogical reality.

Purpose of the article. The rationale for the methodological network approach capacity for the development of educational systems theory

Research Methods. The research is based on theoretical and methodological constructs which are characteristic of the modern stage of the development of network approach presented by the theory of social network analysis (SNA), relational sociology, and actor-network theory (ANT).

Results. The union of systematic and network approaches shows the significance of the place and role of relations which are the essence of network processes and defines their crucial importance in the educational system.

The principle of network cooperation is considered to be the most promising one. It serves as the basis for network partnership practice which contains openness, sharing common values, and motivation to achieving universally accepted goals. The relations in partner networks are developed most dynamically under the following conditions: a) the transparent functioning of an educational organization; b) a sustained interest in the educational system on the part of other partners; c) creating a positive image for the educational organization in social networks.

Conclusions. The network approach is of a “meta-theoretical character” which opens up new horizons for the educational systems theory. The network approach enhances the idea of links between the educational system and the environment by updating the tasks of sustainable creation of a positive image for the educational organization. The network partnership places the emphasis on the “strength of weak links” existing in the educational system network, which

provide the conditions for creating opportunities for individuals to achieve personal fulfillment, their development and viability when integrating into the community.

Keywords: system, education system, network, network approach, systems approach.

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Character educational activities as a system

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Abstract

The author of the article cites the results of a study of the structure of the educational activity of a pedagogue. The author continues the scientific research begun by academician L.I. Novikova, and considers the pedagogical activity of the teacher as a system. The significance of each component of this system is determined primarily by its position in the overall structure of activity, since all components are related to each other. The main research methods are: analysis of monographic descriptions of their educational work by teachers; questioning; interviewing; included observation; reflection of own experience of educational activity. The author of the article describes the main components of the pedagogical activity of the teacher, and also shows the key connections and relations between them. The non-linear and non-hierarchical character of these relationships and links, as well as the probabilistic nature of the results of the educational activity of the teacher, give the system a rhizomorphic traits. The author believes that the well-known non-technological educational activity does not allow the teacher to achieve guaranteed results, but the teacher is able to increase the probability of their achievement. The author believes that the teacher will be helped by an understanding of the structure of his/her own educational activity. This will allow the teacher to carry out purposeful work to improve the quality of educational activities, timely detecting and overcoming mistakes in its organization.

Keywords: upbringing, educational activity of the teacher, system, structure, communication.

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The importance and kinds of rankings classifications at the education space study

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Abstract

The author gives a brief overview of existing classifications and their limitations and proposes two improving mechanisms – complex classifications leading to the creation of a multidimensional diagnostic matrix and situational classifications, which are created for each case separately. Classification by the positions of the proposed algorithm for rankings quality assessment allows revealing the subjective component of rankings and exclude its impact.

Keywords: rankings, rankings classification, university rankings, rankings approach

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Improving the mechanisms for assessing the personal results of mastering the basic educational programmes by students in the context of modernizing technology and the content of training (in accordance with the Federal State Educational Standards for General Education)

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Abstract

The authors consider the peculiarities of improving the mechanisms for assessing the personal results of mastering the basic educational programmes by students in the context of modernizing technology and the content of instruction in accordance with Federal State Educational Standards for general education. The authors conducted an analysis of the problem field of the process of assessing the personal results of mastering the basic educational programmes. The authors focus on improving the mechanisms for assessing the personal results of mastering the basic educational programs by students.

Keywords: personal results, internal position of the person, Federal State Educational Standards of General education, basic educational programmes, value relations, areas of personal activity, educational results, integrated indicator, monitoring.

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Problems and perspectives of student-choirmaster professional development

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Abstract

The colossal possibilities and at the same time the underestimation of the profession of the teacher of music, the teacher-choirmaster in the educational and cultural process of the secondary school are still one of the topical problems. The purpose of the article: the analysis of ways and possibilities of becoming a student studying at the Department "Producer and musical education" of the Nizhny Novgorod State Pedagogical University named after K.Minin, who chose the profession of a music teacher, from the "student" to the "master". Analyzing the

experience of teaching in secondary specialized educational institutions (from own observations), one can draw conclusions about the interpretation of conductor training in a class in the truncated form - teaching exclusively the technique of conducting. The result of this approach is the deduction of students, in particular, conservatories already in the first year. A student does not know how to build an "I-concept", does not reflect, is not creative, does not see a professional perspective. The article traces the way of becoming a student-musician in the teacher-creator, personality on the example of training at the National Pedagogical University named after K. Minin. The interpretation of concepts and definitions is given. The technique of teaching special disciplines is described: "Reading of choral scores", "Choral conducting", "Choral class". Various forms of work with students are given. The functions of the teacher-choirmaster are listed. Examples of forms of research work of students are given. The article presents in more detail the communicative culture of communication, as one of the components of the success of the teacher-choirmaster, the criteria-indicators of the level of development of the communicative culture of the teacher are listed. Methodological grounds for the study of communicative culture are given. Ultimately, all the efforts of the student, who is becoming a professional, should be directed to the realization of the main goal - the all-round development of the child's personality through the means of the choral art.

Keywords: teacher, choirmaster, conductor, personality, pedagogical culture, formation, communicative.

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Family, parenthood and school of Europe in the modern socio-cultural context

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Abstract

Introduction. The article summarizes the advanced scientific views and original research approaches, corresponding to the author's methodological positions, which allowed to considering the problems of the family in the modern socio-cultural context. Research Methods. An interpretation and a context were the key tools of this research carried out in the logic of pedagogical regional studies. The level strategy in the analysis of the socio-cultural context within the European region as a whole and individual countries combined the singular, the particular and the general. The dichotomy features of the "risk-good" were used in this research. Results. The authors studied the negative context of globalization with regard to family and parenting, analyzed the problems of family and upbringing in terms of risks and threats. The article describes the main economic, cultural, value, technological obstacles and contradictions that contemporary society has with regard to family, family policy, childbearing,

intergenerational relations, mechanisms of interaction between family and school. The authors identified "stress vectors" and other "narrow" moments in the foreign educational sphere caused by the inability of a significant number of teachers to carry out professional activity, which corresponds to the current situation and social circumstances. Conclusions. An inadequate response to the diversity of the pedagogical conditions of educational activity and pedagogical situations demonstrates the lack of the teacher's professional competence related to the problems of interaction between the family and the school, their cultural integration, the organization of effective cooperation in the society through joint activities of pupils, families, teachers, and families and schools with various social movements and associations. This research used a wide range of authentic sources: documents and basic studies.

Keywords: European family, European school, parenting, interaction, context.

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English for research publication purposes as a new field of educational studies

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Abstract

The global competition for international scholarly publications urges Russian scholars to publish in English. However, mastering written English does not only take years of individual practice, but also implies learning the rhetorical and publishing conventions accepted by the global academic community. These conventions are inherent in academic and research writing taught at Western universities, but are hardly known in Russia due to the lack of academic writing programmes. The comparative study demonstrates that similar problems are encountered in other geolinguistic regions, and multilingual scholars need assistance in writing for publishing. Support is typically provided by anglophone brokers who polish and rearrange their texts to meet journal requirements. However, a much more effective alternative is teaching writing. Recent developments in English for academic purposes have resulted in the emergence of English for Research Publication Purposes (ERPP), which encompasses both rhetorical and publishing conventions and supports scholars with communicative skills and strategic competences essential in the publication process. The paper provides an insight into the further development of this approach by Russian university writing centers, whose concern is to assist academics rather than students. As most competences developed in ERPP are metalinguistic, writers can be educated in their native tongue. The bilingual approach can foster the establishing of academic writing as a discipline and influence the quality of national publications. The paper concludes that these practices can only be successful if supported by proper educational research.

Keywords: English for research publication purposes, academic writing, academic literacy, multilingual scholars, global academic discourse, international publishing, comparative analysis, educational research, bilingual approach.

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Features of teaching the discipline "Information Management" for university students

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Abstract

The article is devoted to the peculiarities of teaching the educational discipline "Information Management" in Russian universities. The author of the article notes a rather broad understanding of the interpretation of the concept of "information management" among informatics specialists and teachers. There is a fairly wide understanding of the interpretation of information management among computer scientists and teachers. This feature generates a wide range of possible topics in the formation of work programmes by teachers. The peculiarities of studying the "Information Management" discipline by future Bachelor of Information specialties of directions "Applied Informatics" and "Informatics and Computer Engineering" are analyzed. The examples of topics and formulations of tasks for conducting relevant practical exercises are offered. In particular, the topic related to the peculiarities of information needs of employees of different fields of professional activity was considered. Further, the advantages of applying mental maps when studying this discipline are discussed.

In the author's opinion, it should be noted that information management is a developing and constantly transforming branch of knowledge. For this reason, also, the educational discipline "information management" will undergo significant changes in the near future in terms of the topics studied and the software tools used.

Keywords: information systems, information management, teaching, information needs, human resource management, mind maps.

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Problems and perspectives of student-choirmaster professional development

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Abstract

The colossal possibilities and at the same time the underestimation of the profession of the teacher of music, the teacher-choirmaster in the educational and cultural process of the secondary school are still one of the topical problems. The purpose of the article: the analysis of ways and possibilities of becoming a student studying at the Department "Producer and musical education" of the Nizhny Novgorod State Pedagogical University named after K.Minin, who chose the profession of a music teacher, from the "student" to the "master". Analyzing the experience of teaching in secondary specialized educational institutions (from own observations), one can draw conclusions about the interpretation of conductor training in a class in the truncated form - teaching exclusively the technique of conducting. The result of this approach is the deduction of students, in particular, conservatories already in the first year. A student does not know how to build an "I-concept", does not reflect, is not creative, does not see a professional perspective. The article traces the way of becoming a student-musician in the teacher-creator, personality on the example of training at the National Pedagogical University named after K. Minin. The interpretation of concepts and definitions is given. The technique of teaching special disciplines is described: "Reading of choral scores", "Choral conducting", "Choral class". Various forms of work with students are given. The functions of the teacher-choirmaster are listed. Examples of forms of research work of students are given. The article presents in more detail the communicative culture of communication, as one of the components of the success of the teacher-choirmaster, the criteria-indicators of the level of development of the communicative culture of the teacher are listed. Methodological grounds for the study of communicative culture are given. Ultimately, all the efforts of the student, who is becoming a professional, should be directed to the realization of the main goal - the all-round development of the child's personality through the means of the choral art.

Keywords: teacher, choirmaster, conductor, personality, pedagogical culture, formation, communicative.