

I. G. Hangeldieva

EXPERIENCE OF MODELING THE EDUCATIONAL PROCESS OF NON-STATE UNIVERSITIES IN POST-REFORM RUSSIA

The article is devoted to the analysis of the experimental experience of modeling the educational process in non-state universities in post-reform Russia. Consideration of this process is carried out on the example of the leaders of this experimental activity in Moscow. The opinions of Western experts on modern models of education are given, their main priorities are determined, the main types are highlighted, and the main trends and demands are revealed.

Keywords: *modern education, modern education models, modern types of education, the main types of needs and requests in modern education.*

Bebenina E. V., Yelkin O. M.

IMPROVING THE QUALITY OF EDUCATION MANAGEMENT WITH BIG DATA PROCESSING TECHNOLOGY

In modern management systems for educational organizations, big data technologies are almost never used, while their use in other areas, such as healthcare, economics, banking, city administration systems, etc. demonstrates a significant increase in efficiency. The authors, using examples of the implementation of student assistance systems in US and UK universities, demonstrate how the use of big data improve the process of monitoring the educational process and get an increase in motivation and improve student performance. The authors consider one of the aspects of the possible application of neural network technology, that is drawing up a school timetable, which is currently compiled manually or using standard automated systems. This significantly complicates both the individualization of the timetable, which allows taking into account all special cases in each particular school, and general typical tasks such as compliance with sanitary standards, recommendations of physiologists on combinations of subjects by time and days of the week, optimization of the teacher's working time. The introduction of big data processing systems even in this area will have a positive impact on the quality of management of the educational process and, indirectly, on learning outcomes.

Keywords: *big data, technologies for using big data in education, school timetable.*

**DIGITALIZATION OF RUSSIAN SYSTEM OF HIGHER EDUCATION.
PROBLEMS AND DIFFICULTIES**

The changes taking place in the modern world economic and socio-cultural space contribute to the growth of intercultural interaction, the expansion of cooperation in international educational projects, and professional contacts between representatives of different cultures. All this requires university graduates to be professionally competent, whose inherent indicators are fluency in a foreign language and proficiency in principles of intercultural dialogue. For economically developed countries the priority are the technological exchanges. The export is not so beneficial. People are becoming more intelligent. Universities are also involved in the competition and are influencing the economics. The status of Diploma plays the important role by choosing the speciality. In this situation are needed new teaching methods. Use of modern education information communication technologies gives the teacher the opportunity to teach different categories of students with different entry-levels, with different speed of perception and with different attitudes towards education at the university. It helps to reduce the number of weak students motivating them to learning activity, makes the education more effective and enhances the rating of university.

Keywords: *information and communication technologies, foreign language, electronic platforms, teaching methods, online training.*

M. I. Kuznetsova, O.A. Rydze

**CHARACTERISTICS OF THE ACHIEVEMENTS OF META-SUBJECT
RESULTS BY PRIMARY SCHOOL GRADUATES**

The article discusses the achievements and difficulties of fourth graders in mastering a number of mandatory universal learning actions. The description of the model is given, which assesses the ability of younger students to work with the information presented in different forms. The proposed conclusions are based on the analysis of the quality of performance by primary school graduates of the test work on the assessment of metasubject achievements. The article is illustrated by data on the performance of individual tasks in a large sample (82 161 primary school graduates).

Keywords: *metasubject results, primary school students, universal learning actions, texts, working with information.*

EDUCATIONAL DIALOGUE IN TODAY'S EDUCATIONAL SPACE: REALISATION OF AXIOLOGICAL POTENTIAL

The purpose of the article is to justify the need to address the axiological potential of dialogue in the pedagogical process. Special attention is paid to the perception of existential and humanistic values in the lessons of the humanitarian cycle. The typology of values is given, the acquaintance and assimilation of which is possible only in the conditions of organizing an educational dialogue by the teacher who is ready for an open discussion taking into account the opposite opinions of students. The current type of communication, which meets modern pedagogical requirements and humanistic guidelines, is considered. The validity of the appeal to the reception of "Daisy Bloom" and the content of the Socratic discussion as complementary techniques for the harmonious development of the student's personality was demonstrated.

Keywords: *potential of educational dialogue, axiology, empathy, subject-generating interaction, Socratic discussion, existential values, reception of "Daisy Bloom," humanistic values, types of questions.*

E. A. Voronina, M.L. Kuryan

INFLUENCE OF STUDENTS' AND FACULTY'S CHARACTERISTICS ON OUT-OF-CLASS COMMUNICATION WITH EACH OTHER

Introduction. *The paradigm of the modern higher education focuses on individual learning experiences and satisfaction of students. The communication between teachers and students has a direct influence on these factors. It cannot be simply reduced to formal in-class interactions as such contacts inevitably include interpersonal components and expand beyond classroom settings. The present study considers out-of-class communication as any time faculty and student spend during non-classroom time.*

The purpose of the research *is multifold: to identify the specific features of this process and to find out the students' and teachers' characteristics that influence their interest and actual involvement in out-of-class communication.*

Research Methods. *The research is based on a psycho-sociological approach and looks at the development of values, behaviors and attitudes to the outside world in the interpersonal context. To identify the presence and levels of interest in and experience of out-of-class communication and the influence of the participants' characteristics on these, the authors conducted a survey among students and faculty.*

Results. *Students reported a noticeable interest which seemed to be related to their grades and the year of study: 1st year students and high-achieving students were more enthusiastic. However, the real experience of out-of-class communication with*

faculty was considerably interaction, especially females, young teachers and teachers over 40. The actual experience was lower than the reported interest.

Conclusions. *The identified gap between the level of interest and real experience may call for active involvement of educational managers and participants of the learning process in order to promote out-of-class communication. The awareness of the fact that certain characteristics of students and faculty may have an impact on their perceptions and behaviors could assist in developing and implementing efficient measures to harmonize and improve the quality of out-of-class interaction.*

Keywords: *out-of-class interaction, students and faculty, characteristics of the participants of the learning process, interest, experience of communication, higher education, quality of higher education*

T. Yu. Lomakina, I.V. Kryzhanovskaya

FUNCTIONAL MODEL OF PEDAGOGICAL SUPPORT FOR PROFESSIONAL SELF-DETERMINATION FOR TECHNICAL UNIVERSITIES STUDENTS

This article explores the problem of the development of professional self-determination of students of technical universities and ways to solve it. New technical directions of training appear. The relevance of the study of the development of professional self-determination of students is explained by the expansion of the range of scientific and educational areas of technical training and the increase in the capabilities of the university educational space. The structure of modern higher technical education is implemented by successive educational and professional programs of three levels, varying in content and duration of study: bachelor's, master's, and post-graduate programs. The different learning objectives at each level of higher education dictate different approaches to the organization of pedagogical support for professional self-determination of students in a variety of educational and professional ways of a technical university. The pedagogical support for students as an organized scientific and methodological process aimed at continuing professional education and supporting students in the development of professional self-determination becomes necessary. The theoretical basis for the development of a model of pedagogical support of professional self-determination is the systemic, competency-based, diversification and personal-activity approaches. The functional model of pedagogical support of professional self-determination proposed in the article includes the scientific-target, substantive, diagnostic and corrective, evaluative-effective blocks and organizational and pedagogical conditions. Its implementation helps to increase the efficiency of the process of supporting professional self-determination.

Keywords: *self-determination, multilevel system, functional model, support.*

RESEARCH POTENTIAL OF A PEDAGOGICAL WORKER: CONCEPT, CRITERIA OF EFFICIENCY

In modern conditions of professional training of mid-level specialists and skilled workers, the pedagogical status of the research potential of a pedagogical worker is significantly increased. With the obvious relevance of the development of the research potential of the teacher, the issues related to the conceptual definition of this phenomenon and the construction of criteria for a comprehensive assessment of the effectiveness of its practical implementation remain problematic. This article is devoted to the consideration of these issues. By means of methods of semantic reduction and terminological analysis of human potential, its essential properties have been identified, which are the basis for the definition of the concept of “research potential of a teacher in a vocational education system”. The paper substantiates the formal-semantic approach to assessing the effectiveness of the research potential of a teacher. Currently, the educational potential of a teacher in educational practice is assessed mainly by productivity indicators (grant work, publication activity) and the economic effectiveness of research activities. In this, the author sees their significant drawback. As part of the formal semantic approach, an alternative diagnostic base is being developed for a comprehensive assessment of the effectiveness of the research potential of a teacher. Such a diagnostic base takes into account not only the research tasks of the pedagogical worker, but also the urgent tasks of integrating educational, innovative and research activities. The following criteria are included in the diagnostic base: integrative, procedural, productive, determinant, resource. The results of the study can be used in solving the problems of quality management of professional education, as well as in the development of scientific and methodological support for the development of the research potential of teachers.

Keywords: *research potential of a teacher; criteria for research potential; methodological approaches to the construction of criteria; composition of the criteria, the content of the criteria.*

I.V. Gruzdova

FROM THE EXPERIENCE OF IMPLEMENTING THE PRINCIPLE OF PRACTICEORIENTEDNESS IN THE PROFESSIONAL TRAINING OF TEACHING STAFF

Introduction. The article discusses the main ideas of implementing the principle of practice orientation in modern professional education, identifies approaches and conditions for organizing practical experience, reflecting the component of the model of professional training of future teachers. The problem is revealed in the context of the transformation of pedagogical education, focused on increasing the volume of

practices and increasing the requirements for practice-oriented skills of future teaching staff.

The purpose of the article is to look at the content and conditions of implementation of the principle of practical orientation in the professional training of teachers at Tolyatti state University on the example of mentoring.

The content of the work provides an overview of studies that reveal the genesis of the idea of organizing the experience of cognition, summarizes the scientific interpretations of the integration of practical and theoretical components of education, examines the content and organization of practice-oriented education in a university during training sessions and practices using the example of introducing mentoring into the educational process.

As a result of the research, the idea is formulated that the creation of an educational environment at the University, taking into account the implementation of the principle of practical orientation, will allow to comprehensively solve the issues of organizing the training of teachers. The article considers the component of the model of the educational environment of the University, which represents scientific and methodological support of training by a master mentor in the form of a master class, mentoring during training and production practices.

Keywords: *practice-oriented education, practice-oriented educational environment, mentoring, professional experience, master classes.*

T. N. Guryeva

ONLINE EDUCATION: TEACHER AND STUDENT ISSUES

The article shows the results of a review of scientific information sources describing advantages and disadvantages of distant and blended education. The experience of unexpected transfer of teaching to online form during the spring semester of 2020 has been described in the research. The article considered the managing and technical preparation for activity in conditions of the distance learning. The results of survey made among students of the North-West Institute of Managing of RANEPA (specialities: economics, law, state and municipal administration) regarding distance learning were analyzed. They show that participants of the educational process are faced some problems. They lead to the conclusion that online education should be developed. Distant learning questions are necessarily should be studied for regulation of the educational process participant's activities.

The purpose of the study is to analyze changes of the educational process and the requirements for the student and teacher activities, to formulate the problems that the teacher and student meet during the online learning, to outline ways to solve them. The object of the study is online education at a higher educational institution. The subject of the study is the activities of a teacher and a student performing the educational process online.

The results of the study determine the discrepancy between the student's expectations and the teacher's capabilities. They lead to the conclusion that it is

necessary to further study and develop online education, regulate the activities of participants in the educational process. Change of teacher role is noted.

Discussion. Online teaching requires the technical provision of equipment and software for participants, which are constantly changing and improving, so the corresponding base of universities should be able to quickly update. It is necessary to regulate the functions of a teacher working online, the time of his availability and to determine participants' roles, rights, duties and responsibility for results.

Conclusion. Distance learning forms should be developed and used as a complement to traditional classroom forms. The distance form is a promising form of training. But it requires further study and improvement.

Keywords: *online learning, mixed form of classes, student activity control, LMS, group interaction.*

T.V. Emelyanova

FOREIGN EXPERIENCE IN PROFESSIONAL TRAINING OF EMPLOYEES BASED ON A PRACTICE-ORIENTED APPROACH

The article is devoted to the implementation of a practical-oriented approach in the process of training. The purpose of this article is an analytical review of options for learning models based on a practical-oriented approach implemented in foreign education. The problem related to the contradictory expectations of employers who require young employees to have certain professional experience and the counter expectations of university graduates who have difficulties in applying theoretical knowledge in practice and expect to gain practical experience directly in the workplace is outlined. The article proved that the traditional approach to the training of specialists, including graduates of pedagogical universities, requires radical changes. The author analyzed leading ideas and theoretical approaches to modeling the educational process on the basis of a practical-oriented approach in foreign education practice. Varieties and mechanisms of educational process models functioning are described: real-world learning model (PBL); Experience-based Learning Model (EBLS); matrix model of conscious competence; Workplace Training Model (WBL) project-based learning model). It is determined that the result of their introduction into the educational process can be an increase in the level of skill and personal development. Factors that contribute to the effectiveness of implementing a practice-oriented approach in training and factors that act as "barriers" are identified. Conclusions were drawn on the possibility of implementing models based on a practical-oriented approach in the domestic system of professional training of future teachers.

The article is addressed to teachers and heads of educational institutions, researchers dealing with the problem of improving the professional training of teachers.

Keywords: *vocational training, practical-oriented approach, experience-based training, project-based training, problem-based training.*

RESEARCH OF CULTURAL PREFERENCES OF STUDENTS WHILE STUDYING A FOREIGN LANGUAGE

In this article the research of cultural preferences of students of the technical University while studying a foreign language is considered. A brief review of strategies for pedagogical research using the incomplete sentence method is represented here. This method allows to reveal the personality of the respondent thanks to the absence of marks. The part of student's questionnaire by using this method is shown in the article. The definition of content analysis of written students' statements in the context of pedagogical research is determined. The conclusions of theoretical research and analysis of empirical data are used. The results of diagnostics of cultural preferences of students while studying English as well as their attitude to cultural values of the English-speaking countries (especially Great Britain and the USA) are considered here. The necessity to change the content of foreign language classes in higher learning institutions is underlined in order to broaden students' outlooks, to advance their general culture, to develop empathy and tolerance towards representatives of different cultures. The main statements and conclusions of this research can be used in the educational process of various Universities to adjust the content of foreign language classes.

Keywords: *cultural preferences of the person, the incomplete sentence method, the content analysis of statements, the content of foreign language classes.*

N.I. Churkina

DOMESTIC PRACTICES OF ORGANIZING CHILDREN'S SUMMER LEISURE IN THE FIRST HALF OF THE TWENTIETH CENTURY

The increase in the share and importance of leisure in the life of society and of an individual stimulates research and practical interest in studying the theory and practice of organizing summer leisure for children in historical retrospective. The developed methodology for retrospective analysis made it possible to distinguish three stages in the development of forms of summer leisure, depending on the participation of the state in its organization, to reveal their main content and specificity. The stated research problem was solved by attracting a variety of sources: regulatory documents, scientific research, the analysis of which allowed us to highlight the normative canon, and the use of memoirs, fiction, periodicals, empirical data made it possible to generalize the sociocultural practices of children's summer leisure. The author concludes that the more accessible the new forms of leisure, the less free space for children to choose in these normative forms.

Keywords: *children's leisure, children's leisure in the summer, out-of-school education, additional education, out-of-school education.*

SELF-CONTROL IN THE STRUCTURE OF YOUNGER PUPILS' LEARNING ACTIVITY

This article is devoted to the problems of the formation of the action of self-control as a component of the educational activity of primary schoolchildren. The article analyzes the literature, identifies the characteristics of self-control of primary schoolchildren in the structure of educational activity. Particular attention is paid to substantiating the need for an internal action plan as the basis for the formation of self-control. The productivity of modeling usage in establishing self-control is substantiated, examples of various models are given.

Keywords: *self-control, modeling, self-control functions, elementary school, educational activities, internal action plan, educational action algorithm, fixing the order of actions.*

T. W. Belskaya

TEAM TEACHING APPROACH TO ENGLISH MEDIUM INSTRUCTION

Over the past few decades the internationalization process has resulted in Englishization of higher education curricula and the proliferation of English Medium Instruction (EMI) which, despite a myriad of implementation challenges at the classroom level and its 'elusive' nature, has firmly established itself in numerous national contexts worldwide, including Russia. Nonetheless, lack of explicitly articulated language objectives in the definition of EMI and the reluctance, or rather mere inability, of content teachers to be language teachers may adversely affect students' subject matter learning. Having conducted state-of-the-art literature review of the phenomenon, the author of the article seeks to address this contradiction by exploring the latest conceptual and pedagogical approaches in order to inform EMI implementation praxis in this country and collaboratively reconsider the way forward. To this end, the article starts with an overview of the key drivers, challenges and EMI implementation models. A separate section is devoted to comparing and contrasting English Medium Instruction (EMI) and Content and Language Integrated Learning (CLIL) to substantiate an argument that EMI can be viewed as an extension or a special case of CLIL and thus benefit from a recent scholarship on pedagogical approaches devised for CLIL. Consequently, the most recent CLIL pedagogical approaches are surveyed and, finally, the focus shifts to a possible alternative solution — team teaching — which has been endorsed by a host of EMI researchers lately. The article invites all stakeholders — policy-makers, university administrators, international program directors, curriculum developers and EMI practitioners — to ponder on wider contextual questions such as: What in essentia is EMI? Is EMI that different from CLIL? What theory and pedagogies can guide its propitious implementation? What are the main foci and who are the potential allies in the EMI teaching/learning process?

How can content and language integration be achieved in an EMI setting given the above-mentioned constraints?

Keywords: *EMI/CLIL, content and language integration, counterbalanced approach, cognitive discourse functions, pluriliteracies, team teaching, Russian tertiary education.*

V.N. Vasilyeva

**MODERN APPROACHES TO STUDYING FACTORS RELATED TO
FORMATION OF CIVIL COMPETENCE OF SECONDARY SCHOOL
STUDENTS**

This article is devoted to a variety of factors related to the formation of civic knowledge, skills and involvement of adolescents. This topic is important because nowadays in modern democracies there is a decrease in the level of political participation among young people, especially in traditional forms — and participation in elections and in political parties. The author has analyzed modern literature on the issue and presented a detailed picture of the relationship of school education, personal characteristics, socio-economic status, family and neighborhood environment with the development of civic competence among adolescents. It is noted that a promising area of research on these factors is using of ICCS methodology and data (International Civic and Citizenship Education Study), which is successfully applied in western science. There were identified the conflicting trends in the study of the process of political socialization of schoolchildren. It is not clear how far the school and the education system are able to form civic competence and provide a certain level of political participation in the future. An open discussion was recognized as an effective tool for building civic competence. The inequality is seemed to be the most negative trend in the creating of civic competence. These difficulties can be overcome with the involvement of educators and politicians.

Keywords: *civic competence, civic education, ICCS, political socialization.*
