Atayan A.M., Guryeva T. N., Sharabaeva L. Yu.

DIGITAL TRANSFORMATION OF HIGHER EDUCATION: CHALLENGES, OPPORTUNITIES, PROSPECTS AND RISKS

The article considers the problems of the educational process during the period of digital transformation. The authors describe possible risks of digitalization of the educational process, use of the digital trace of the educational process and a change in the teacher role. The new technologies of collecting and analyzing digital footprint, suggested by Coursera and the University 20.35 is supposed to be used for completed modeling of necessary direction of development. Important features of special digital platforms for these technologies were describes in the article. The technology is noted as guidelines for specialists of labor market. There are listed demanded competencies of pedagogical personnel for digital transformation in education. The role of gamification and the use of group training is described. The authors discussed various approaches for creating individual educational trajectories based on artificial intelligence technologies. Qualitative digitization requires a change in the entire architecture of education, methodological training, work with pedagogical personnel, in management and pedagogical design, re-evaluation of educational goals.

The purpose of the study is to consider the promising directions and opportunities for the digital transformation of higher education, the problems and risks of the consequences of this global process.

Key words: higher education, digital transformation, competency model, pedagogical design, digital footprint, individual learning trajectory.

Manokin M.A., Schenkman E.A.

SYNCHRONOUS AND ASYNCHRONOUS FORMAT OF ONLINE LEARNING: INTERPRETATION THROUGH COMMUNICATION THEORY

The 2020 pandemic has forced universities to change their traditional teaching format and move most of the courses to the distance learning format. This study aims to analyze the experience gained so far in translating courses online, compare different forms of online learning and formulate recommendations for their application.

Generalization of previous studies is carried out using Shannon's theoretical model of communication: message is transmitted through channel of communication to the recipient by the source with the feedback. At the same time, the analysis of synchronous and asynchronous learning formats is carried out separately, and the possibility of combining the synchronous and asynchronous models within the framework of a single educational course is analyzed.

Based on the study, we can conclude that the use of online courses of any format has a positive effect on the effectiveness of the educational process as a whole. However, there is no evidence to which of the two work formats — synchronous or asynchronous — is more preferable both from the point of view of teachers (both the source) and listeners (recipient) and the effectiveness of feedback. Moreover, different formats are preferable for learning different material and acquiring different competencies. Therefore, in the work, it is concluded that it is the combination, instead of the separate application of synchronous and asynchronous teaching methods, that contributes to an increase in the effectiveness of teaching. However, this is possible only if teachers have special competencies, their ability to work online and use its communication channels.

Keywords: online learning, synchronous learning format, asynchronous learning format, education management, communication theory, Shannon model, higher education.

Golytsova T. A., Prozenko E. A.

USING WEB-QUEST TECHNOLOGY IN TEACHING INTERCULTURAL PROFESSIONAL COMMUNICATION

The article is devoted to the problem of improving the process of teaching intercultural professional communication. The authors underline the necessity to form the ability and capability of graduates from higher educational organizations to intercultural communication in the context of their professional activity. Special attention is given to the integration of information and communication technologies within the process of teaching foreign languages in order to create a multicultural information educational environment. The authors justify the necessity to change from time to time traditional teaching methods by using modern technologies. The article aims to show the effectiveness of implementing in the educational process such technology as a web-quest and point out the advantages of using it during English lessons. The article describes the peculiarities of integrating web-quest technology in the educational process, the aims of its implementation, the requirements to be considered while creating a web-quest and types of quests. Moreover, a particular web-quest created by the authors in order to control the formation of foreign communicative competence at the final stage of learning is presented in the article as an example of a successful practice of using the above-mentioned educational technology during English lessons in non-linguistic higher education organizations. The article describes in detail all the stages of the work, highlights the objectives of problem-oriented tasks prepared for students and shows the advantages of using a web-quest over a traditional form of lessons. Presented in the article case study of implementing web-quest technology may be used during English lessons in non-linguistic higher education organizations in order to improve the process of teaching intercultural professional communication.

Keywords: foreign language, intercultural professional communication, information and communication technologies, pedagogical technology, web-quest technology, interactive technology.

Franczuzova O. A.

TEACHER AND STUDENT IN THE DIGITAL ENVIRONMENT OF A PREFIGURATIVE CULTURE

Current education undergoes significant changes. It is opening the new page of its development, staying the integral part of the human culture at the same time. The important part of this process is the subject of education acting both as specialist and the teacher establishing relationships with other subjects, which are secondary school or university students.

Modern world creates many innovations, events and phenomena. The educational process creates many completely new situations which the teachers and students have to encounter within the digitalization conditions. Changes occurring in the education are not only of the universal nature; they change the formal side of life of the subjects of education, often leaving them not adapted to such changes.

The substitution of traditional educational process with hybrid (combined) and remote online education, digitalized video courses and transfer of education to e-platforms are accompanied with the range of associated problems. On the one hand, the global tendencies are directed at introduction of new technologies to the modern educational process; at the same time there is a problem of reasonability of such changes and their correlation with the requirements to the quality of education. The question if such system allows keeping the value orientation to the education humanization arises.

The process of informatization is currently implemented in practically all the areas of human life support. The latest computer technologies, blockchain technologies (technologies of information block structuring), Big Data (technology of structuring of the great volume of information), artificial intelligence and immersive technologies (virtual and alternate reality) determine the changes in the technological paradigm and required corresponding changes of education.

Higher education becomes more available, and digitalization and collaboration help the digital immigrants to overcome difficulties related to the limited possibilities of regional access to the best practices and showpieces of education, support the creative potential and is determined to ensure the wide range of approaches to

assessment, support the education in university and extra-university environment, attract and create various multimedia materials and provide the opportunity to use the new resources for the subjects of education to cooperate with each other in the universal context and with the world of digitalized information.

Keywords: digital immigrants, digitalization of education, prefigurative culture, philosophy of education, teacher and student, hybrid learning, deep-learning, collaborative filteringin education

Vanyushina N.A.

PSYCHOTHERAPEUTIC APPROACH TO TEACHING RUSSIAN AS A FOREIGN LANGUAGE

This article discusses the use of psychotherapeutic approach in the methodology of teaching Russian as a foreign language in higher education in order to create the most favorable psychological environment for students of a multinational group. Russian Russian language and education are one of the exported products and contribute to strengthening the position of our country in the international arena. Teaching Russian as a foreign language is considered as a multidimensional and integrative process that contains not only language, but also behavioral components. Various methods and their application in the practical activity of the teacher are described. Developing the emotional intelligence of students in the Asian region and working within the framework of linguopsychodramaturgy contributes to internal emancipation and more productive participation of students in discussion communication, taking into account the position of the opponent. The "Six hats" method makes it possible to consider the problem from different points of view, trying on one of the roles. Having a training role allows you to distance yourself from your own "I" and demonstrate a new style of behavior, regardless of the person's behavior in real life. The conducted experiment confirms the effectiveness of such work. The suggestopedic method developed by the Bulgarian teacher and psychologist Georgi Lozanov is used in working with age-related students. This gives you the opportunity to bring some degree of infantilization in work that is intended to minimize fear of making mistakes. Mnemonics techniques help to increase the volume of memorized lexical and grammatical material, which has a positive effect on increasing the motivation of students of this age group.

Keywords: export of Russian education, "soft power", Russian as a foreign language, speech activity, intercultural dialogue, linguopsychodrama, emotional intelligence, suggestopedia.

Ilyina N.F., Popova V.A.

THE PROGRAM OF PREPARATION OF THE STUDENT OF PEDAGOGICAL COLLEGE TO THE ORGANIZATION OF PROJECT ACTIVITY OF YOUNGER SCHOOL STUDENTS

Introduction. The article substantiates the need to prepare a student of a pedagogical college to organize the project activities of junior schoolchildren, reveals the features of this training. The purpose of the study is to substantiate the approaches to the development and implementation of the work program of the professional module "Organization of project activities."

Methodology. The composition of design and methodological competencies has been determined, the basis for identifying the skills that form the basis of these competencies and their relationship has been shown, the main ways of forming professional competencies and skills have been highlighted. The reflexive-activity approach is described, which is the basis for the development of the professional module program along with the technical order of the employer.

Results. The structure of the program is presented through components: the first component is the implementation of the basics of project activities, development and coordination of technical orders of employers, the second component is the organization by students of the project activities of junior schoolchildren during the course of industrial and pre-diploma practices according to the technical order, the third component — reflection and analysis of the organization by students of the project activities of junior schoolchildren in accordance with the technical order of the educational organization within the framework of production and prediploma practices. The program implementation stages are disclosed. The results of diagnostics of knowledge and skills of students

who have mastered the program of professional module "Organization of project activity" and analysis of results of production practice are presented.

Conclusion. An analysis of the results of production and pre-diploma practices shows that the program of the professional module "Organization of project activity" and the way of its implementation ensure the preparation of students to undergo industrial practice according to the technical order received from the educational organization, productive interaction with employers in terms of conducting diploma studies (execution of diploma projects), formation of the need for customers (employers) in college graduates, for students — the need for employment in a specialty in the territory of the region.

Keywords: reflexive-activity approach, organization of project activity, professional module program, design and methodological competence, technical order.

Rogacheva E. Yu.

INTERNATIONAL RECOGNITION OF HISTORIAN OF EDUCATIO VITALY BEZROGOV

The paper is devoted to the memory of outstanding scientist, historian of education V. G. Bezrogov (1959–2019), a specialist in Western European Medieval Pedagogy, a membercorrespondent of Russian Academy of Education. V. G. Bezrogov's scientific way, international recognition as a historian of education, thematic field of his history of educational projects and his participation in the International Standing Conference of the Historians of Education (ISCHE) are in the focus of author's attention. It is stressed that since 1990-s V. G. Bezrogov has been an active member of the group and had contacts with many outstanding historians of education from Europe and USA, paying much attention to organizing international seminars and conferences, editing international materials. V. Bezrogov's great contribution to preparation of history of education abroad is mentioned as he was a scientific supervisor of post-graduate students. The conclusion is made that his active participation in numerous international projects made possible for him to reach a high level. international reputation. His educational legacy presented in 700 scientific publications and revealing his educational thematic field, connected with methodology of history of education, history of school and education abroad, history of childhood, history of textbooks will definitely be a stimulus to future research of his colleagues and followers.

Keywords: history of education, Western European medievistics, international projects, international reputation.

Stepanov B. E.

REPRESENTATION OF THE CITY IN RODINOVEDENIE TEXTBOOKS (1870s — 1910s)

Representation of the city in textbooks has only recently become a focus of analysis for historians of education. Studying the development of education in Russia in the late imperial era, it seems important to turn to the analysis of such a subject as local lore studies (rodinovedenie), which task was to translate geographical ideas within the primary schools. M. Loskutova, M. Leskinen and other researchers argued that local lore studies played an important role in changing of formation of spatial notions and civic identity. The aim of this paper is to explore the image of the city in the textbooks on local lore studies, published in the late 19th — early 20th centuries in different regions of the Russian Empire. The specificity of the proposed approach is to combine the focus on the analysis of the representation of the city with a closer attention to the textbooks, the indications of the motives and circumstances of their publication and the expected audience. One of the main conclusions of the undertaken research concerning the influence of the development of zemstvo statistics on these manuals. While contributing to the emergence of provincial centers on the symbolic map of the empire, it also created barriers to the vivid representation of geographical knowledge and, in particular, knowledge on the city in the framework of school courses. It also led to the fact that cities were represented as a kind of superstructure which resulted of the development of productive forces and the social sphere. Along with the dominant type of manuals, devoted to the description of whole provinces, the paper explores a less common type of the manuals of local lore studies,

connected with the representation of individual cities. This type of manuals represents a more consistent implementation of the principle of localization and is closer to the portrayal of the city as an independent whole.

Keywords: local lore, geography, textbooks, primary education, province, city, urban studies, localization, statistics.

Myroshenko A.P.

SELF-LEARNING AND SELF-UPBRINGING IN SENECA'S PHILOSOPHICAL PROSE

The article carried out a historical and pedagogical analysis of the philosophical prose of Lucius Annaeus Seneca the Younger, which consistently proves that Stoicism is not only a set of abstract ideas, but also the basis of pedagogical theory and educational practice. Philosophical prose is the most extensive corpus of texts of Seneca, which is based on ten works under the general title "Dialogues in 12 Books" and adjacent to them three dialogue works and treatises "Moral Epistles" These works state that human nature is something that can and should change (and preferably only for the better) under the influence of philosophical knowledge of the world and oneself in this world. Philosophy is seen by Seneca, among other things, as a path to virtue that a Roman citizen should go through by building strategies for self-learning and self-education. Seneca's latter are related to practices and technologies for inventing his own life and changing its content. Seneca urged dialog recipients to pay attention to the selection of books for reading and the reading practices themselves, to choose friends and topics discussed with them wisely, not to reduce leisure time to simple fun and to retire if possible or age requires it. By activity-based intellectual leisure, Seneca meant educational "care for the self," where an adult acts as a mentor for himself. Seneca's philosophical prose is aimed at the reader, who is open to independent perception of culture and ready for the constant expansion of educational horizons.

Keywords: Seneca, Seneca's philosophical prose, Seneca's philosophical and pedagogical search, ancient pedagogical tradition.