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THEORETICAL MODEL OF EDUCATIONAL ESTABLISHMENT DEVELOPMENT THAT ENABLES QUALITY AND EQUITY OF EDUCATION

Abstract. The article covers the second stage of the implementation of state assignment No. 073–00058–22–04 of April 8th, 2022, on the subject 'Development of various models of secondary education establishments at regional level in order to achieve equity and quality of secondary education', the main objective of which was design of the theoretical model of a secondary education establishment (SEE). In the introduction, the basic notions utilised in the paper are presented. They are model, its functions, and design. The latter also involves the possibility to detect controversies, which defined the problem of the research — formation and development of various models of SEE. The most reliable and acclaimed scientific sources like systems and activity theories as well as student-centered and competence approaches laid the foundation of the model design.

The main part of the paper consistently focuses on the stages of design of the model components along with their content in accordance with the theoretical basis. The model includes five components, the paramount of which is the strategic one for it contains objectives, tasks along with educational strategy. The other components possess two modules each: subjective component — 'Learners' and 'Teachers'; content component — 'Process of education' and 'Education environment'; technological component — 'Management' and 'Financial means and Information support'; practical component — 'Mechanism of implementation' and 'Recommendations'.

In conclusion, the developed theoretical model of a SEE that guarantees equity and quality of secondary education by the unity of blocks and modules based on common objectives and tasks is displayed.

Keywords: various model, educational establishment, equity and

quality of education, student-centered education

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Pustyl'nik Yu. Yu.

**PRESERVATION AND DEVELOPMENT OF
ETHNOCULTURAL TRADITIONS OF THE REGION IN THE
SYSTEM OF GENERAL EDUCATION (ON THE EXAMPLE
OF PROJECT ACTIVITIES OF SCHOOLCHILDREN IN THE
CHECHEN REPUBLIC)**

Abstract. The article is dedicated to the mutual connections and influences of regional ethno-cultural traditions and the practice of applying the project method in the schools of the Chechen Republic. The research method is a problematic content analysis. The method of projects is based on a practice-oriented approach, which, according to the author, is close to the mentality of the people of Chechnya. The article interprets ethno-cultural traditions as values and norms traditional for an ethnic group or people, formed and transmitted in the process of interaction between generations, fixed in everyday and ritual culture, oral folk art, historical and literary works. The author believes in the influence of ethno-cultural traditions on the formation of children's project competencies and readiness for project activities. Schoolchildren brought up in traditions of collective problem solving in the local community are more prepared for collective projects than children brought up without such traditions. The article contains examples that the ethno-cultural traditions of the Chechen Republic, including the traditions of folk education, strongly influence all stages of the application of the project method. In turn, the method of

projects at school is an effective form of preservation and development of regional ethno-cultural traditions. The author introduces the concept of “ethno-cultural component of the content of general education”, which means a complex of connections between the school and the history and culture of the ethnic group, reflected in the pedagogical documentation, in school and regional regulations on education.

Keywords: ethnopedagogy, education, school, project method

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Ladnushkina N. M.,

Ovchinnikov A. V.

PROBLEMS OF INSPECTING PUBLIC EDUCATION IN THE WORKS OF EDUCATIONAL HISTORIANS OF PRE- REVOLUTIONARY RUSSIA

Abstract. The article presents a historiographical review of the main prerevolutionary works devoted to the problem of the formation of state inspections of the public education system in Russia. It is shown that the works of domestic scientists on the issues of inspecting schools in pre-revolutionary Russia and the formation of governing bodies for the primary education system, including inspections, convincingly reveal the significant role of inspection as the most important tool for managing the system of domestic education, based on a systematically organized legal framework, functioning on the basis of the traditions and practices of public education that have developed in domestic pedagogy.

It is concluded that the results of research by leading pre-revolutionary historians of domestic education allow us to testify to the formation of inspection as an independent institution of domestic general education, which had a significant impact on the educational policy of pre-revolutionary Russia

Keywords: public education, Ministry of public education, inspector, inspection, institutionalization, supervision, public administration, public education system management

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*Bezrukikh M. M., Lukyanets G. N.,
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THE USE OF ELECTRONIC DEVICES OUTSIDE OF SCHOOL HOURS BY PRIMARY SCHOOL STUDENTS

Abstract. Introduction. The development of the education system in recent decades has been accompanied by widespread informatization, the informatization of social space, the digital environment has a huge impact on modern schoolchildren. Digital devices create both new opportunities and new risks. The problems of children's interaction with electronic devices and how digital devices are changing the lives of modern schoolchildren are now of concern to scientists all over the world. Some aspects of these problems are covered in this article.

Materials and methods. The article is the result of a population study of the features of the use of computer technology (CT) in elementary school students. A survey of parents and students of secondary schools in 10 regions of the Russian Federation was conducted, which allowed to identify the components of the daily time distribution regime for boys and girls of the 2nd and 4th grades, to determine the intensity of their use of electronic devices (EUs), the

total educational load, static load and duration of interest classes during the week and on average per day.

Results. It was revealed that the established standard for the duration of outdoor walks was maintained by only 3.8 % of primary school children on school days and 30.1 % on weekends, and night sleep was sufficient on weekdays for 15 % of students and on weekends for 67.2% of students. There was an overload of primary school students with static classes (8 h 16 min on weekdays and 4 h 35 min on weekends), in 31.4 % of cases there was an excess of the norm of training sessions. With increasing age, the computer load also increases ($p < 0,001$). At the same time, it was positive that 55 % of primary school students are engaged in sports. Boys, compared to girls, do more sports, walk more, but at the same time, they spend more time at computer screens and sleep less than girls (in the 4th grade).

Conclusion. The negative relationship between the intensity of use of electronic devices and the daily routine of elementary school students is shown: violations of the daily routine of elementary school students and inactivity caused by static overload (TV, computer). The total computer and static load increase significantly on weekends and from the second to the fourth grade.

Keywords: daily routine, schoolchildren, electronic devices

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Vladislav V. Serikov,
Diana V. Burimskaya

PECULIARITIES OF SPECIALIST LANGUAGE TRAINING IN THE CONTEXT OF TRANSFORMING PROFESSIONAL ACTIVITY

Abstract. The article suggests approaches to improving the concept of teaching a foreign language to modern specialists, taking into account the transformational processes that professional activity is experiencing in the era of “digitalization” of production, communications, and educational systems. There is a change in the functions of a foreign language, which organically “fits” into the structure of professional skills, and, using the modelling of professional problem-solving situations in the learning process, the language is taught as a tool for creating a “professional product,” and language proficiency becomes a requirement for the effectiveness of a modern specialist. The ways of gaining language experience and professional skills are presented in the article in the form of didactic situations in which the use of a foreign language is modelled when solving professional tasks by future lawyers. The article reflects the results of the analysis of domestic and foreign scientific and pedagogical research on the problems of integrating a foreign language into the system of professional competencies and “skills of the XXI century”. The model of language training of a specialist reflecting the specifics of the professional functions is substantiated.

Keywords: transformation of professional activity, digital resources, models of situations, the role of language in solving professional tasks

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Klarin M. V., Osmolovskaya I. M., Serikov V. V.

**CONTENT-TARGET SETTINGS OF THE SCHOOL
TEXTBOOK: TOWARDS THE DEVELOPMENT OF SOCIO-
CULTURAL COMPETENCIES OF THE 21ST CENTURY**

Abstract. The article is devoted to the design of a new generation school textbook, one of the functions of which will be to ensure that schoolchildren master, along with the subject material, the most important socio-cultural competencies, which are referred to as “human skills of the 21st century”. The authors give a didactic substantiation of the content and procedural-methodological components of the textbook, suggest ways of constructing and examining the quality of such a textbook. At the same time, they also develop the conceptual provisions of the culturological approach to the construction of the content and methods of teaching. In particular, the system of competencies is considered by them as the possession of various types of productive activities and is introduced into the content of education as a special component. The creators of textbooks get at their disposal a system of indicators that allow for an expert assessment of the compliance of the content of the textbook — its compliance with the goals of developing the creative and communicative abilities of students, their subjective position in solving educational and life-practical problems.

Keywords: school textbook, content-textual and procedural-methodological components of the textbook, competencies, indicators

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Khangeldieva I. G., Lin Wu.

**ASYNCHRONOUS AND SYNCHRONOUS MODELS
OF ONLINE EDUCATION AT THE PRESENT STAGE:
THE EXPERIENCE OF RUSSIA AND CHINA**

Abstract. The understanding of synchronous and asynchronous models of online learning at the present stage is presented. Interpretations of key terms (synchronous, asynchronous, diachronic) have been clarified. A brief excursion into the evolution of these models in cultural and historical circumstances is given, their typical characteristics are summarized. Synchronous and asynchronous models of online education are considered through the prism of a new picture of the world, a new perception of space and time in the context of information and digital technologies. The main models of learning are presented from the point of view of a combination of spatial and temporal characteristics in them, their key qualities are characterized. The main characteristics of the synchronous organizational model of online learning used in Russia and China are given, their strengths and weaknesses are presented, the main factors affecting the effectiveness of training are given: the level of organizational and technological support and professional knowledge of it, the degree of direct interaction of the main subjects of the educational process, the main mechanisms for achieving the effect of presence. A classification of the main groups of the teaching corps in relation to various models of online learning is proposed.

Keywords: digitalization of education, digital learning environment, online learning, traditional learning model, asynchronous online learning model, synchronous online learning model, “digitized” and “digital” groups of teachers

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Mukhametzyanov I. Sh.

THE IMPORTANCE OF THE HEALTH OF PARTICIPANTS IN EDUCATIONAL ACTIVITIES IN DISTANCE AND BLENDED LEARNING

Abstract. The consequences for health in the conditions of distance learning during the pandemic period are due to both the duration of the use of technical means of Internet access and the learning mode. These problems themselves have been known for a long time and are well described. The manifestation of their consequences is due to the complete absence of sanitary standardization of activities using information and communication technologies outside of the educational organization, low information literacy of teachers, students and their parents. In addition, to the time of contact with the technical means of Internet access for educational purposes, its use for non-educational purposes is added. The total contact time exceeds all possible and reasonable limits and has no tendency to decrease in conditions of synchronous distance learning. The side effect also applies to parents of students, especially in primary school, since they are forced to take on part of the functions of a teacher in accompanying the education of their children. Along with significant consequences for their physical health, equally significant psychological and social problems are formed.

Keywords: student health, distance learning, remote workplace, healthprotecting competencies of participants in educational activities, student educational environment.

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*Kurovskaya Yu. G.,
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**“MOSCOW ... HOW MUCH IS IN THIS SOUND”:
THE IMAGE OF THE POST-REVOLUTIONARY CAPITAL
IN BOOKS ON THE DEVELOPMENT OF SPEECH**

Abstract. The work is devoted to the image of post-revolutionary Moscow, depicted in the educational books «The Development of Speech», created by a group of authors under the leadership of E. E. Solovieva (edition of 1923). The purpose of the study is to identify and describe the structure and content of the capital’s conceptual space, which is concentrated in the section intended for Moscow schoolchildren. This section is a kind of guide to Moscow and its suburbs, helping the reader to know its different facets through the development of the material and the search for answers to questions about the main city of the country. It is demonstrated how the content of the analyzed educational books expands the ideas of students about the metropolitan diversity, forms their orientation skills in the urban space, conveys knowledge about the conditions and lifestyle in the city, its remarkable places and infrastructure facilities, historical events, and national traditions. While actively learning the unique spirit of the capital with the help of educational literature, the students join the world around them, the unique culture and original history of their native country, gain invaluable experience as researchers of their native land, learn to see its beauty, and respect the past and present of his people.

Keywords: books for reading, Evgenia Egorovna Solovieva, worldview, image of the city

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Sukhin I. G.

THE EFFICIENCY OF HIGH-PERFORMANCE EDUCATIONAL SYSTEMS POLICY ON SCHOOL TEXTBOOKS

Abstract. The experiences of high-performing educational systems generate understandable interest in other countries. This article touches to varying degrees on many aspects of the educational leader countries' position on school textbooks (with a focus on the leading East Asian countries), including their commonalities and differences; what is in their focus; what has been a shift in emphasis in recent years; how well aligned are textbooks with the curriculum; whether textbooks go through the approval process; whether and how the state monitors textbook publishing; how priorities are set in providing students with textbooks. The key characteristics of school textbooks in these countries are highlighted. These textbooks are the main expression of the subject curriculum (with the subject curriculum clearly and convincingly stating the subject approach and explaining how the overall vision of learning is supported); are developed on a sound scientific basis, implementing basic principles of textbook science; are based on the system of national values, the uniqueness of their culture and preservation of the native language; promote the formation of key skills of the XXI century through the textbook (with different lists of key skills in different countries); provide a focus for the development of the textbook in the future.

Keywords: education, educational system, features, pedagogy, education system, educational leader countries, school textbook

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