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THE AXIOLOGICAL CRISIS IN TODAY'S WORLD: FINDING A WAY OUT

The paper deals with the topical problems of mankind caused by the axiological and value crisis of the modern era. The authors give the characteristics, show its causes and analyze the consequences. Considering its systemic nature, crisis manifestations in various spheres — philosophical, social, geopolitical, technological, psychological and social — have been separately studied. The authors pay attention to the state of education, the lag of its humanistic component, and determine the need to form a moral and value basis to overcome the negative impact of crisis factors.

Keywords: *axiological crisis, values, modern technologies, postmodernism, education, upbringing, modern world*

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Irina M. Osmolovskaya

INTERPLAY OF DIDACTICS AND EDUCATIONAL PRACTICE

The paper analyzes the problem of the influence of didactics on pedagogical practice, its implementation of the constructive and technical function. It contains examples of the inverse influence of educational practice on the development of didactic knowledge.

The analysis of didactic concepts, their correlation with decision making in the educational system, the description of innovative practices in a didactic way, logically structured conclusions that allow us to characterize the specifics of the interaction of didactics and educational practice at the modern stage of the development of society are the main methods of research.

The article provides examples of the influence of didactic provisions on educational practice (developmental training systems —

L. V. Zankov, D. B. Elkonin — V. V. Davydov, the cultural concept of the content of general secondary education — V. V. Kraevsky, I. Ya. Lerner, M. N. Skatkin). It indicates that the effect of didactics on educational practice has delay in time and characterized by the “blurring” of basic didactic ideas and their transformation in the teaching methods of individual subjects.

Educational practice is characterized by innovations that outpace the development of didactics and require science to describe, analyze, and integrate them into the didactic knowledge system. These include innovative educational practices. The author shows a didactic scheme for their analysis.

The paper states that revolutionary, substantive changes in the learning process do not occur despite significant changes in the learning process (the roles of a teacher and a student, the growth of active educational activity of students). It suggests that the development of cognitive didactics, neuroscience, linguo-didactics, the study of new philosophical bases of learning will provide an opportunity in the future to predict, design and implement paradigm changes in the learning process.

The active development of corporate, additional, family education, the practice of working with gifted children in children's centers, the education of people of “silver age,” the practice of tutoring cause the need to expand the research field of modern didactics.

Keywords: *didactics, constructive and technical function, the influence of didactics on the learning process, innovative educational practices*

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ONTOLOGICAL MODEL OF PROFESSIONAL FORMATION OF A TEACHER

Introduction. The problem of the quality of personnel in the education system is relevant not only for the pedagogical community, but also for many sectors of the economy as a whole. The quality of teacher training largely plays a decisive role for the progressive development of the country and its economy. The author of this article investigated the process of personal and professional development of a teacher in the early years of his career to identify and identify key processes within the professional development of a teacher. The ontological model constructed as a result of generalization of the collected data includes key processes, objects and their relationships, allows you to create mentoring programs taking into account a comprehensive understanding of actors and their places in the process of professional formation of a teacher. The study and its results can be useful for designing comprehensive programs for the support of a novice teacher in schools, municipalities, regions, as well as for optimizing the work of individual teachers-mentors.

Methodology and methodology of the study. Questionnaire surveys (332 respondents) and in-depth semi-structured interviews (34 respondents) were conducted, which allowed to establish several phases that a young teacher goes through from employment to consolidation in the profession (adaptation, integration, individualization).

The results of the study. The ontological model of a teacher's professional

development, used as a tool for analyzing mentoring practices at school, allowed us to establish the deficits of teacher support in the process of his professional development, lying mainly in the plane of personal improvement and spiritual growth of a young teacher, generated not only by the pace and speed of the processes occurring in the first years of his career, but also by the lack of andragogical competencies of support specialists.

Conclusion. The obtained results and the constructed model allowed us to conclude that the professional formation of a young

teacher, which takes place in the first years of starting work, is an important part of continuing pedagogical education, complementary to primary training, as well as determining further career development. In this interpretation, educational practices should be built around the support of professional activity and carried out by a specialist trained for this.

Keywords: *professional formation, professional functions and skills, mentoring, young teacher, support of a novice teacher, adaptation, teaching teams*

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Elena O. Ivanova

FORMATION OF THE CONTENT OF HIGHER PEDAGOGICAL EDUCATION IN CONCEPT-BASED LEARNING

Introduction. The modern sociocultural situation has necessitated the creation of a system of open and variable higher pedagogical education, providing the greatest opportunities for self-development and self-realization of the individual in the process of mastering professional pedagogical activity and further improvement in it. Purpose of the article is to consider the possibilities of didactics in solving the problem of pedagogical interpretation of new social orders for education and, based on this, to determine the theoretical foundations for the development of the content of education and the construction of an appropriate learning process in higher pedagogical education. The following research methods were used: study and analysis of scientific domestic and foreign literature, synthesis, systematization, classification, modeling. Results. The success of the implementation of the competence approach in higher education is associated with the strengthening of the activity orientation of education, which, in turn, requires new approaches to the formation of the content of education and to the organization of the learning

process. The article considers one of the possible solutions to the problem — designing the content of higher pedagogical education based on the “concept-based learning”. It involves focusing on the students’ study of systematized fundamental concepts — generalizing ideas related to the content, which include, in addition to the information component, value-semantic aspects. Concepts can serve as a basis for the development of “big ideas”, i.e., key meanings, generalizations, in which a holistic scientific understanding of the world within the framework of the studied academic disciplines is reflected in the form of fundamental concepts. Concepts, generalizations and principles, value-laden statements can act as “big ideas”. Teaching based on them involves the inclusion of students in the process of cognition based on understanding, explanation, research of the “big ideas” being studied, on their further concretization, addition and illustration with examples, facts and details. The article presents the development of the content of the psychological and pedagogical module of higher pedagogical education in conceptually-oriented learning. The concepts (development, value, purpose, interaction, relationship, subject) were determined on the basis of the essential characteristics of pedagogical activity. Together with the “big ideas”, they act as system-forming elements of the content of education. A variant of designing the content of the concept of “interaction” through its concretization in “big ideas” based on factual, conceptual and procedural knowledge is presented. Conclusion. The study showed the possibilities of applying conceptually-oriented learning to the construction of the content of education in higher pedagogical education. At the same time, further didactic research is needed to develop system requirements for the creation of concepts and “big ideas”, as well as the study of innovative characteristics of the construction process within this type of training.

Keywords: didactics, content of education, higher pedagogical education, concept-based learning, concept, “big idea”

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PERSONAL RESULTS OF EDUCATION IN PSYCHOLOGICAL AND PEDAGOGICAL CLASSES

The article reveals the idea that the main personal results of schoolchildren's training in the psychological and pedagogical classes of Russian schools are their education of interest in the pedagogical profession on the basis of a cultural and historical approach to the study of pedagogical activity, deep immersion in the pedagogical heritage of peoples of different cultures and eras, support for their professional self-development and the development of pedagogical reflection skills. A generalized personal result of the development in schoolchildren of psychological and pedagogical classes of the skills of pedagogical reflection and their general cultural development, the study of the pedagogical heritage of the peoples of the planet, is the formation of internal criteria for self-esteem of their pre-professional development, an important place among which will be taken by moral criteria, which can become internal regulators of the choice of profession.

Keywords: *education, personal results, pedagogical culture, psychological and pedagogical class, pedagogical reflection, text of culture*

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Igor V. Osokin

ON FACTORS INFLUENCING STUDENT LEARNING OUTCOMES

The article analyzes the results of the main state examination in mathematics of graduates of the 9th grades of general education organizations of the Vologda region in 2021. Unsatisfactory results are considered in accordance with the federal scale of conversion of primary points into marks. However, it is the primary results (before making various adjustments) that are most objective and reveal the

real situation in the educational system under study. The introduction outlines the relevance and problems of the topic under consideration, presents the main results of fundamental and applied research by leading Russian and foreign scientists on the topic of the article. The results analyzed the composition of students who did not overcome the minimum threshold in mathematics, according to such parameters as the territorial location of the school, the participation of a general education organization in various projects. A comparative analysis of the results of schools that showed very low results and other schools is presented, the factors that statistically significantly affect the educational achievements of graduates of the 9th grades of schools in the Vologda Oblast on the main state exam in mathematics in 2021 are listed according to the results of a one-factor analysis of variance. Also, based on statistical analysis, some areas of work of schools have been identified to prevent the appearance of unsatisfactory results at the main state exam next year.

Keywords: *basic state exam, federal scale, low results, factors influencing educational achievements of students, task completion*

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*Boris L. Belyakov, Viktor P. Berkut,
Nikolay I. Semizorov, Evgeny V. Smirnov, Vladimir E. Shinkevich*

**PEDAGOGICAL ASPECTS OF THE MODERNIZATION OF
THE SYSTEM OF TRAINING PERSONNEL OF MILITARY-
POLITICAL WORK BODIES (OFFICERS-EDUCATORS) OF
THE ARMED FORCES OF THE RUSSIAN FEDERATION
(BASED ON THE EXPERIENCE OF THE UNIVERSITIES OF
THE STRATEGIC MISSILE FORCES)**

The article considers the actual problem of training officers of the reformed bodies of military-political work of the Armed Forces of the Russian Federation. Using the example of the Strategic Missile Forces (RVSN) and polytechnic military educational institutions of the Ministry of Defense of the Russian Federation and the Republic of

Belarus (the Military Academy of the Republic of Belarus), a historical-epistemological, philosophical — acmeological, socio-pedagogical analysis of existing contradictions is carried out, a way to resolve them in the process of selection, training, education, career advancement (growth) of officer cadres of the military-political structures of the Union state of the Russian Federation RB is proposed. The conclusions of the article are based on the results of many years of scientific research, personal military service of everyone (more than 30 years) in the military administration bodies, military political work, pedagogical activity at the departments of social-humanitarian and military special disciplines. The statistical and concrete historical data presented as arguments for the years 1976–2020 were obtained by the authors in the process of selecting applicants (entrance exams), training and education of cadets (trainees, adjuncts, doctoral students), work as part of state attestation commissions (GIA, GEC), services in the military in various military political positions and pedagogical positions. The problem areas of the system of military training and upbringing, the decline in the quality and pedagogical component of the culture of the teaching staff, expressed mainly in the increase in the production of “cultural garbage” and the costs of the existing “system of training teachers of humanities” for higher military schools.

Keywords: *officer cadres, military-political work, history of training of officers-educators in the Strategic Missile Forces, military scientific school, philosophy of pedagogy of military education, traditions and customs of the Strategic Missile Forces, continuity, pedagogical culture of a teacher of a higher military school.*

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Irina G. Khangeldieva

SOCIETY 5.0 AND EDUCATION: PROSPECTS AND WARNINGS

The article is devoted to the problems of the correlation of modern culture, civilization, education and the role in them of information and digital technologies that are developing like an avalanche and are being introduced into the life of society at an unprecedentedly fast pace. The author draws attention to the fact that the problem of the relationship between the natural and the artificial, the human and the machine is not new; the philosophers of the twentieth century turned to it, when it was not yet so acute. However, the warnings that were formulated and presented back in the 30s of the last century, by N. A. Berdyaev, were not perceived with proper understanding. In modern circumstances, already new researchers, both natural scientists and humanitarians, are raising this issue (S. Hawking, J. Harari, M. Epshtein). In the article, based on modern works, the author presents and interprets three scenarios for the future of humanity: conservative, radical and apocalyptic, characterizing each of them in terms of the relationship between humanitarian values and the achievements of modern technologies. As one of the examples of the development of a pre-radical scenario, a concept proposed by large Japanese business, which researchers call society 5.0, is considered. In this context, the article examines the goal setting and tasks of modern education, which, due to its potentialities associated with the development of critical and creative thinking and the formation on their basis of an integrated scientific natural-humanistic worldview of a new type, can become an effective remedy for super-radical changes that can lead to the realization of an apocalyptic scenario and, as a consequence, to the destruction of humanity. It is suggested that humanity can be saved from self-destruction by the instinct of self-preservation, the fear of death, that is, vital needs, but also by the awareness of the need for creative limitation, which essentially are the values of spiritual culture.

Keywords: culture, civilization, education, modern scenarios for the development of mankind, society 5.0, worldview, education as a cure for a tragic ending

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Irina S. Vashukova

FEATURES OF NETWORK INTERACTION IN EDUCATION

Introduction. The education system is a rather complex mechanism. This complication is due to the autonomy of educational organizations, ensuring openness of activities, and digitalization of education. In this regard, a great interest in network interaction has recently been manifested as a structure for the implementation of educational activities, interaction between participants in educational relations and finally achieving the goals facing the education system. The legal basis for the implementation of network interaction is the federal law “On Education in the Russian Federation”. At the same time, it should be noted that network interaction has been studied quite intensively over the past decades in the context of various sciences.

The purpose of the article — to analyse scientific views on network interaction and identify the distinctive features of network interaction in education.

Methodology and research methods. The research is based on ideas about the network, interaction, and network interaction. The analysis of pedagogical, philosophical, sociological, psychological literature on the research problem, comparative analysis are used.

Results. Scientific ideas indicate that network interaction is a mutually beneficial association of subjects based on the integration of resources, voluntariness of connections, including the communication process and aimed at achieving a certain result. Proceeding from this, the features of network interaction in education are the presence of a goal, dynamism, and flexibility, openness, distribution of the roles of interaction participants, development, assessment, and monitoring. Among the main structural elements of network interaction are the goal, the “nodes” of interaction, connections and relationships, horizontal subordination, and objects. A large number of

classifications of network interaction based on such features as form, relations of subjects to each other, scale, time of existence, and others. The most common types of network interaction in the education system are the type that is characterized by a common problem; the type with a common goal of networking; and the type of with a common or mutually beneficial use of resources.

Conclusion. Network interaction cannot be viewed as a category formed by the mechanical connection of the terms “network” and “interaction”. Network interaction in education is a complex concept with certain features, conditions, and principles of organization. In the education system network interaction contributes to the faster development of innovations, the exchange of knowledge and the distribution of practice, and the strengthening of the image of educational organizations.

Keywords: *network, interaction, network interaction, conditions and features of network interaction in education, elements of network interaction*

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Sergey G. Novikov

UPBRINGING OF SOVIET IDENTITY AMONG SCHOOLCHILDREN (1921–1941)

Purpose of the article: describe and conceptually present the process of educating Soviet identity in a school environment in the conditions of the formation of a post-revolutionary socio-cultural system in the period between the Civil and the Great Patriotic Wars. Research methodology: concepts that reveal the essence of the phenomenon of “Sovietness”; sociocultural approach to the analysis of historical and pedagogical experience; concepts that comprehend the interaction of children and adults in the process of introducing growing people to the socio-cultural system. Results: The upbringing of Soviet identity in schoolchildren was considered in 1921–1941 as the most important condition for strengthening the socio-cultural

structure that arose as a result of the social cataclysms of 1917–1920. A clear focusing of the efforts of teachers on fostering a sense of “Sovietness” in the younger generations occurs after 1925 (with the acceptance of the thesis by the partystate of the “possibility of the victory of socialism in one separate country”). If in the 1920s the intention to educate the Soviet identity in schoolchildren meant, first of all, the desire to raise a young internationalist (who viewed the USSR as the base of the “world revolution”), then in the 1930s — the desire to educate a patriot (standing on the ideological platform of “proletarian internationalism”). The acquisition of Soviet self-identification by schoolchildren was the subject of the activities of all the main actors in upbringing: teachers of educational institutions, organizers and functionaries of children's organizations, media workers, and artists. The results of the upbringing of the “Soviet man” in the schoolchildren's environment revealed themselves during the Great Patriotic War — in the acts of heroism of the pioneer heroes, the labor feat of children in the rear, and the loyalty of the younger generations to the Soviet Motherland.

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Iliana D. Ismakaeva

ACTIVITIES OF THE PERM ZEMSTVO TO IMPROVE THE EDUCATION SYSTEM IN ZEMSTVO SCHOOLS

The article analyzes the educational and methodological foundations of teaching in the zemstvo schools of the Perm province in the second half of the XIX century. According to Regulations on the provincial and district zemstvo institutions, zemstvos could not influence the pedagogical side of education. Individual attempts of zemstvos to influence the internal, educational, side were suppressed, zemstvo decisions and resolutions were suspended or canceled as not included in the circle of affairs entrusted to them. However, the Perm Zemstvo, through the involvement of teachers in teaching “optional”

subjects in zemstvo schools, allocations for the purchase of textbooks, manuals, visual and other educational materials, the introduction of teaching methods and technologies by Zemstvo teachers, largely contributed to changing the educational process in the region, raising the general cultural level of the population, developing creative abilities and improving its way of life.

Keywords: *zemstvo school, Perm zemstvo, zemstvo institutions, history of education, educational and methodological foundations, textbooks, teaching methods*

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