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**THE CONCEPT OF EDUCATION DEVELOPMENT AS A
RESOURCE FOR REGIONAL DEVELOPMENT (EXPERIENCE
OF THE VILYUI MACRO-REGION OF THE REPUBLIC
OF SAKHA (YAKUTIA))**

This article is devoted to the experience of developing the concept of the development of the formation of a territorial community on the example of the Vilyui macroregion of the Republic of Sakha (Yakutia). The article presents the results of the joint work of representatives of municipal and regional executive authorities of the Republic of Sakha (Yakutia) and experts presented at the Vilyuisk Educational Forum in 2021. The article analyzes the development programs of the uluses (municipalities) that are part of the Vilyui macroregion, typologizes the difficulties with the expected results of the development of municipal education systems prescribed in the uluses' education development programs, associated with a variety of strategic goals, objectives and expected results of the development of municipal education systems, determined by different time periods of program development and the timing of their implementation, different understanding the place and role of education in the strategic development of the region. The article defines the main vectors of the development of the education system as a resource of regional development. The documentary base of the concept is described, the principles of its development are determined. The main provisions of the concept as a strategic document of goal setting, forecasting, and designing the activities of municipal and inter-municipal executive authorities that manage education are presented. The experience of developing the concept of the development of the education system as an effective tool for the development of the territory is described. The importance of ensuring the relationship with the already developed and current documents of strategic planning of the regional, and documents of strategic planning of the municipal level of all municipalities that are part of the Vilyui macroregion was emphasized. The experience presented in the article of developing a concept for the development of the educational system of the territory can be used in the development of municipal, inter-municipal and regional strategic documents in the field of education development, as well as in the audit of educational systems at various levels.

Keywords: education system, concept, macroregion, comparative analysis, development vectors, strategic planning

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Borisov B. Yu.

ACTIVITIES OF CULTURAL AND EDUCATIONAL SOCIETIES FOR EDUCATION AND SPIRITUAL AND MORAL UPBRINGING OF THE POPULATION OF THE PECHORA REGION DURING THE PERIOD WHEN THE REGION WAS PART OF ESTONIA IN THE 20S-30S OF THE 20TH CENTURY

The article discusses the activities of Estonian cultural and educational societies during its first independence, which emerged in 1923, in Tallinn. The purpose of the study is to study the specifics of the activities of cultural and educational societies in the Pechora region, to describe the main activities for the spiritual and moral education of its population. Research methods — analysis of archival documents of cultural and educational societies, diary entries and memories of their participants; analysis and interpretation of the information received. As a result of the study, it was possible to identify the prerequisites, causes and conditions for the emergence of a network of cultural and educational societies in the Pechora region. The result of the efforts of the cultural community, the intelligentsia and the local clergy, was the establishment in 1923 of an organization called the Union of Russian Educational and Charitable Societies in Estonia.

The undoubted advantage of this association was that it arose solely thanks to a public initiative, reproducing all the best that had been accumulated over the years of the existence of zemstvos, trustees and charitable institutions of pre-revolutionary Russia. Starting from 1924, in the places of compact residence of the Russian population, which at that time accounted for almost half of the inhabitants of the Republic of Estonia, the Days of Russian Enlightenment began to be held annually — cultural and educational holidays with an extensive program.

Thus, in the territory of the Pechora region, it was possible to overcome the existing shortcomings of spiritual and moral education of the pre-revolutionary period in practice. Thanks to the systematic educational, creative activities of caring pastors and their associates, managed to build

work on the formation of civic consciousness and national dignity of local residents. The activities of cultural and educational societies have clearly demonstrated the ability of Russian people, even in the absence of state support, to organize and carry out systematic cultural work on their own.

Keywords: cultural and educational society, spiritual and moral education, Christian education, folk choir

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Turlakova O. Ye.

HISTORICAL ASPECT OF THE DEVELOPMENT OF SOCIALLY ORIENTED STUDENT PROJECT ACTIVITIES IN THE DOMESTIC SCHOOL SYSTEM

The article provides a historical and pedagogical analysis of the development of socially oriented project activities in Russia in educational institutions of general education, according to the time frame (the beginning of the XX century — to the present).

The author presents the periodization of the development of the project method in educational institutions of Russia.

The purpose of the study is to consider the stages of formation, development of socially oriented project activities in educational institutions of general education in the time frame of the beginning of the XX century — to the present. Methodology and methods of research. With the help of theoretical research methods: analysis, generalization of historical and pedagogical, scientific literature, official documents, educational and methodological materials, research of scientists, teachers.

Conclusion. The development and application of the project method has been going on for more than a hundred years, first in Russia the project method was used as a labor activity, then as a labor with a creative beginning. In its initial form, the project method was a socially oriented project activity.

Keywords: project method, socially oriented project activity, project, history of development of socially oriented project activity

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Klarin M. V.

DIDACTIC STUDIES OF INNOVATIVE PRACTICES IN CORPORATE EDUCATION

The author considers challenges facing development of didactics in modern corporate educational practice: the challenges of multi-agency, “non-cognitive” types of educational experience, internal coherence, and complexity of didactic theory. Focus on holistic experience and tacit knowledge are fundamental for the educational potential of corporate education practices. Innovations in corporate education are considered as development of cultural patterns in education, which should be introduced into the field of didactics. Innovative practices of corporate education are not sufficiently studied from the standpoint of didactic knowledge; at the same time, they represent an area for expanding not only the scope, but also the problem areas of didactic research. This research area includes “dissolved” forms of education, as well as the analysis of new phenomena and concepts.

Several types of situations of corporate education, in which innovative educational practices develop, have been allocated. These include situations of “order” (when processes are fixed by the rules), situations of “complexity/orderliness” (when processes are ordered, but occur according to complex rules), situations of “high complexity”, when the number and variability of significant factors fundamentally exceeds the possibilities of analysis, situations of “chaos/disorder”, where there are no established practices that can be formalized, they need to be created and stabilized to overcome the uncertainty. The multi-facet structure of education will determine an important feature of didactics of the 21st century, i.e. its variability in relation to different types of educational situations and practices. Innovative practices of corporate education are an important component of promising didactics research of the 21st century.

Keywords: didactics, corporate education, Cynefin model, agency in education, holistic experience, assemblage points, innovative educational practices

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Chernobay E. V., Kalina I. I.

PROFESSIONAL LEARNING COMMUNITIES: AN OVERVIEW OF THEORY AND PRACTICE

The article presents a theoretical review of studies devoted to the examination of the concept of a professional learning community. The author also defines the criteria for successful communities and the difficulties in their functioning. The author attempts to determine key foundations for professional learning communities' formation and development based on the content analysis method. An analysis of foreign scientists' research enabled us to identify four characteristics of professional learning communities. These characteristics include the following: a common goal shared by members of the community; various forms of interaction; the requirements for participants; and a variety of resources and forms of education. In addition, the author indicated a number of successful examples of foreign and domestic professional communities of teachers. In conclusion, it should be underlined that, taking into account these characteristics can contribute to the transformation of a group of people united by common interests into a professional learning community, as well as develop its participants.

Keywords: school, teacher, the quality of education, professional learning communities, learning outcomes, learning resources, forms of interaction

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Gracheva D. A., Tarasova K. V.

APPROACHES TO THE DEVELOPMENT OF SCENARIO- BASED TASK FORMS WITHIN THE FRAMEWORK OF EVIDENCE-CENTERED DESIGN

Introduction. The article discusses approaches to the development of scenario-based tasks aimed at measuring critical thinking within the Evidence-Centered Design (ECD). Creating several forms of the tasks is a time-consuming process. One of the solutions to this problem involves defining development approaches that will simplify the process of task development. The purpose of the article is to describe and compare approaches to the development of scenario-based tasks within the framework of Evidence-Centered Design.

Research Methods. To create task forms we use the cloning approach which is based on the determination of radicals and incidentals. Creating the form of the first task we mostly pay attention to task content which adequately represents main features of the scenario. For the form of the second task grammatical structure of sentences is considered as radicals. To compare the task forms, we used the Confirmatory Factor Analysis approach. In total, data from 389 primary school students were used in the analysis.

Results. The analysis showed that scenarios with different contexts do not measure critical thinking in the same way. The correlations between the scenario forms developed under different test development approaches do not significantly differ.

Conclusions. The optimal approach to the development of scenario-based tasks is the cloning approach, which considers the complex structure of the construct and digital environment. The results of the study show that both variations of cloning approaches could be used to develop scenario-based tasks within the framework of Evidence-Centered Design.

Keywords: scenario-based tasks, task forms, Evidence-Centered Design, task development, complex constructs, 21st century skills

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Salyakhutdinova D. R., Federyakin D. A.

METHODS OF LINKING SCALES FOR MEASURING EDUCATIONAL PROGRESS IN DIFFERENT PARADIGMS OF EDUCATIONAL TESTING DATA ANALYSIS

Educational progress monitoring programs can provide valuable data to all users of test results, from test-takers to educational authorities. This is

due to the enormous amount of psychometric work needed to establish comparability of scales from different measurement occasions. Comparability means that a single test score is assigned precisely to the same ability level. Then, it can be interpreted consistently across different measurement occasions. Contemporary psychometrics offers a vast list of different procedures allowing to establish comparability of scales. However, they only can be applied if the tests are developed using the same operationalization of the (changing) construct. This paper proposes a classification of methodological approaches for measuring educational progress. We introduce two types of programs for educational progress monitoring: (i) educational trends monitoring (that provide group-level information like NAEP) and (ii) individual educational progress monitoring (that provide individual-level information like Pupil Monitoring System). Then, we describe different approaches to conceptualizing educational progress — as a quantitative gain and as a qualitative transition to a new cognitive state. Finally, we review the most popular procedures for linking scales that provide a common interpretation against which educational progress can be measured within each of these approaches. Among special cases of quantitative progress understanding, we describe vertical equating and longitudinal item response theory modeling. Among methods based on understanding educational progress as quantitative transition, we describe the vertically moderated standard-setting, latent transition analysis, and cognitive diagnostic modeling.

Keywords: academic achievement, educational progress, measuring progress, linking test scales, psychometrics, item response theory

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Rykova M. A.

**STRUCTURAL ELEMENTS OF A MODEL FOR THE
DEVELOPMENT OF SOCIOLINGUISTIC SKILLS BY NON-
LINGUISTIC STUDENTS IN INTERCULTURAL DIALOGUE**

This paper reveals the main trajectory for model of teaching foreign languages in a non-linguistic university development. The model of teaching business sociolinguistic speech understanding follows anthropocentric tendencies: acknowledgement of communicative behavior, communication standards and the linguistic personality of a foreigner in a dialogue of cultures. The author proposes guidelines for defining the concept of effective construction of teaching sociolinguistic foreign speech deciphering in a professionally and socially conditioned context.

The methodological model is represented by elements aimed at developing the skills of interpreting speech in social and professional discourse. The education system grounds on a competence-based and sociolinguistic approach. These approaches are implemented within the framework of teaching a foreign language to non-linguists following didactic and methodological principles. The key point is the didactic principle of autonomy in the context of personality formation as a subject of self-development in the process of foreign language learning. Particular methodological principles are described thoroughly, revealing the organization of the phonetic course of a foreign language in a non-linguistic university: the principles of correlation between consciousness and imitation, a comparative analysis of the phonetic and phonological systems of two languages, simultaneous creation of auditory and speech-motor images and approximation.

The content and structure of language teaching described in this article reflect the specifics of preparing non-linguists for business communication in a foreign language. The means of teaching take into account the role of phonetics as an effective tool for understanding the sociolinguistic specifics of foreign speech by recognizing pronunciation variations. The theory of concentric circles is to determine the stage-by-stage study of foreign sociolinguistic variations. The paper presents and describes in detail all the components of the methodological model.

Keywords: phonetics, model for foreign language teaching, the English language

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Nagaeva I. A., Kuznetsov I. A.

HYBRID LEARNING AS A POTENTIAL MODERN EDUCATIONAL PROCESS

Introduction. The adaptation's ways of e-learning existing models to the conditions of the Russian higher education system are discussed. Recommendations are offered for the implementation of hybrid learning, facilitating the rapid integration of traditional methods and innovative information and communication technologies.

The purpose of the article is capability analysis of hybrid learning as an integrated model involving e-learning methods.

Research methods. The methodological basis of the research were the e-learning concepts, the basics of digital education transformation. Research methods: theoretical analysis of scientific and practical literature, analysis, synthesis, summary of practical experience, experimental work. In this paper, a review of scientific publications directly related to various aspects of e-learning, the application of different distance learning technologies.

Results: model of the combined format of learning; general recommendations for the application of hybrid learning technologies; a set of pedagogical problems solved by hybrid learning technologies.

Keywords: e-learning, mobile learning, network learning, blended learning, information technology, combined learning format

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Arstangalieva G. F., Tezina M. N., Slobodchikova S. M.

EVALUATING EDUCATORS' DIGITAL COMPETENCE

In the last decade, digital technologies have become a part and parcel of the Russian educational system, giving rise to innovative approaches and placing new demands on teachers' skills. A topical question is: How skillful are the educators in terms of digitalization? Will they be able to create and implement digital content or design a brand-new learning environment which would meet the needs of students, parents and society? The main objective of this paper is to determine the current state of digitalization in primary, middle and secondary education sectors in order to design subsequent training courses for teachers which will boost their digital competencies. This paper presents the results of teachers' digital competencies evaluation.

39599 teachers from 84 regions of the Russian Federation took part in the automatic assessment from November to December 2022. Competence-based approach was applied to assess professional teachers' skills. We developed and implemented Competency Digital Model which consists of 6 base professional activity spheres of teachers. Every sphere consists of the skill set we measured with tests, cases and essays. The research was carried out as a part of the implementation of the Federal Project 'Personnel for Digital Economy'. We identified the high average digital skills level of Russian teachers that is conclusive evidence of effective measures to digitize the education system. Implications were shared with regional governments and had an attention-grabbing effect for education.

Keywords: Competency Digital Model, assessment, Digital technologies, digital skills, digitalization, education, teachers' skills, Personnel for Digital Economy, digital content

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Popov A. A., Yandukova T. A.

THE ROLE OF MENTORING IN THE TRAINING OF FUTURE SUBJECT TEACHERS IN GENERAL EDUCATION

The article deals with the concept of “mentoring” based on the analysis of scientific literature. Mentoring is interpreted by the authors as a support for future teachers in the context of the further formation and development of the teacher's personality in professional activity. The main functions of a teacher-mentor (professional-educational, educational, self-educational, influence of authority) are considered, the tasks of mentoring are highlighted (acquaintance with a general educational organization, meeting the personal needs of future teachers, developing their own style of pedagogical activity, preparing of future teachers for the practical application of knowledge, skills in the real conditions of educational organizations, determination of the student's readiness for teaching practice). The authors reveal the content of the pedagogical practice implemented in the Primakov Regional Gymnasium, through the following stages: briefing on familiarization with the requirements of labor protection, safety, fire safety, internal labor regulations, drawing up and implementing a schedule for practice; individual task for practice. Each stage includes forms

of interaction between the teacher-mentor and the future teacher. Particular attention is paid to the checklist for attending a lesson, which acts as a guideline for evaluating the professional activities of teachers, also as a reminder with which the lesson is easily structured, and the future teacher calculates the time of a particular activity of students. The authors highlighted the main ways in which teacher educators work with future teachers and the professional qualities of the teacher that are important in their interaction with students. It should be noted that in the context of the problem under consideration, there are a number of issues that require further study.

Keywords: mentoring, teacher-mentor, future teacher

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Idrisova O. I.

PRACTICAL CONTEXT FOR FOSTERING THE PROFESSIONAL MOBILITY OF MASTER'S STUDENTS IN THE INTERNSHIP PROCESS

The article deals with the issue of formation of professional mobility of a master's degree student during pedagogical practice. The issue is regarded with reference to subject area 44.04.01 Pedagogical Education.

Aim. The aim of the study is to provide a theoretical description of the process of formation of professional mobility of the master's degree student in the course of pedagogical practice.

Methodology and research methods. The study employs the following theoretical and empirical methods of pedagogical research. As the theoretical foundations that ensure the effectiveness of the formation of professional mobility of master's degree students in the course of practice, complex, personal-activity and competence approaches are used.

Results and scientific novelty. The article provides definition to the notion "professional mobility of master's degree student" and described its components (cognitive, motivational, activity-centered, reflexive).

To demonstrate the process of formation of professional mobility during pedagogical practice in a more salient manner, the article presents components of practice. The article describes content of components, which, on the one hand, facilitate the fulfillment of the educational standard

requirements and, on the other hand, improve the satisfaction of the demands of the education services customers.

Practical significance. The practice content developed and implemented into the practice of the research base can be used by educational organizations that train master's degree students in the direction 44.04.01 Pedagogical education and can also be adapted for other areas of training students of higher education.

Keywords: student, university, practice, mobility, education, pedagogy

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Komarovskiy Yu. P.

FORMATION OF READINESS OF FUTURE OFFICERS TO USE A PERSONALITY-ORIENTED APPROACH IN EDUCATIONAL ACTIVITIES

Changes in the political, social, economic, informational, technological, and military spheres lead to the search for innovative approaches to military education and the upbringing of military personnel to replace the classical, monofunctional, unidirectional subject-knowledge model of military education, which is losing its effectiveness and expediency, with a personality-oriented model of education. Modern approaches to the construction of a personality-oriented paradigm of military education in military universities are also associated with new requirements for the nature and content of pedagogical training of future officers.

The article reveals the results of experimental work on the formation of the readiness of future officers to implement a modern personality-oriented approach in the education of military personnel.

Keywords: personality-oriented approach, formation of readiness, educational activity, military university cadet, future officer

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