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Nesmelova M. L.,
Osipova O. P.

EDUCATIONAL PROCESS QUALITY ASSESSMENT SYSTEM AS A SELF-AUDIT TOOL MANAGEMENT ACTIVITIES OF SCHOOL LEADERS

Abstract. The article presents the results of the analysis of the level of implementation of the internal system of assessment of the quality of education (ISAQE) in schools of the Russian Federation as an object and as a process system, conducted within the framework of the Grant program “Development of a model of an internal system for assessing the quality of education of a general education organization (ISAQE) in accordance with the updated Federal State Educational Standard“ (registration number 122061400039–6). A comparative analysis of the quality of ISAQE in urban and rural schools is described, the main points of growth in the quality of ISAQE that require improving the quality of the implementation of the principles of social management and information and analytical functions in the activities of school leaders are identified. Constructive conclusions and recommendations are formulated for the system of continuing professional education of school leaders in accordance with the results of the study.

Keywords: the internal system of assessment of the quality of education (ISAQE), the principles of social management, system functional analysis, management in the educational system of the school

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Belyshev A. Yu.

ON THE ISSUE OF TRAINING PHYSICS TEACHERS IN THE FIELD OF EDUCATIONAL ROBOTICS

Abstract. The article shows the expediency of introducing a refresher course for physics teachers in the field of using robotics in the educational process, as well as the purpose of its use in the classroom. The possibilities of using robotic tools and devices in teaching physics are described. It is concluded that their successful application will require the teacher to have appropriate both methodological and technical training.

Keywords: robotics, physics, advanced training courses, robotic

designers, robotic educational experiment

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Gulov A. P.

EDUCATIONAL TECHNOLOGIES FOR THE IMPLEMENTATION OF SCHOOL SUBJECT OLYMPIADS IN THE CONTEXT OF THE CULTUROLOGICAL APPROACH

Abstract. The humanitarian model of the learning process as a goal-oriented, reflective-dialogical process determined the child-centric model of the educational process. The ZUN model of the content of education was replaced by theoretical knowledge about the content of education — about the cultural composition of the content of education, its invariant-activity structure and binary-integrative system. The new theories of the content of education had the greatest impact on the development of additional education for schoolchildren, its major forms: school theatres, studios, clubs, among which the leading place was taken by school subject Olympiads, “promoted” into the open information space. New forms of education require new educational technologies. The article proves the expediency of an interactive complex of educational technologies (digital, dialogic, technologies for the development of lateral thinking) in the implementation of school subject Olympiads based on a cultural approach.

Keywords: Education, training, school subject Olympiads, culturological approach, culturological foundations of school subject Olympiads, educational technologies, lateral/parallel thinking

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Rolik B. M. G.

MAIN CHARACTERISTICS OF COMMUNICATIVE APPROACH IN FOREIGN LANGUAGE TEACHING

Abstract. This paper studies the communicative approach and the conditions of building communicative competence during the process of language learning. The books written during the period of the communicative

approach establishment and works of modern authors are analysed. Distinguishing the main characteristics of the approach will indicate the major requirements for teachers in terms of learning process organisation and successful competency building. This article summarises the main propositions from the original sources and extends them with modern recommendations. The main difference between the communicative approach and previously prevalent methods is the concept that students are getting involved into the educational process instead of acquiring information passively. This concept contradicts earlier methods which assumed that students must imitate a certain model provided by their teacher. According to the communicative approach, the teacher continues to have a leading role, however, the explanations differ from one-sided monologue. In order for the students to deduce the target rules, the teacher uses examples and concept questions. Moreover, cooperation between students during pairwork tasks supports each student's activeness. Creating conditions which will encourage students to take the initiative and use available language units for completing a communicative task is a new objective for the teacher. Successful application of the approach stimulates effective learning and generates interest in the subject of foreign language. Communicative task completion provides the learners with the ability to choose language units themselves, which is essential for building fluency.

Keywords: communicative approach, communicative competence, fluency, syllabus, grammatical syllabus, language teaching, teaching approaches

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Smirnova E. Yu.

THE ROLE OF SCHOOL INFORMATICS IN DIGITAL FINANCIAL LITERACY

Abstract. The purpose of the article is to show the leading role of economic informatics in updating financial education, increasing its effectiveness and practical orientation. The possibilities of enriching the school course in computer science with mini-cases of economic content are discussed, which enshrine in practice the basic elements of digital financial literacy and the foundations of information entrepreneurial culture.

The study is based on an analysis of the work of domestic and foreign

researchers on the problems of improving financial literacy, and the key results of a three-year series of online surveys of visitors to the State and Municipal Services in St. Petersburg portal in terms of financial literacy conducted in 2019–2021 by the St. Petersburg Finance Committee are also used. The article adds information and analytical emphasis to the refinement of the definition of “digital financial literacy”, which includes conscious competence at the level of financial decision-making in a high-tech digital information environment. The analysis of information obtained from the processing of data relevant at the time of the conclusion of the contract is necessary for the market participant to successfully achieve his financial goal.

The basic and publicly available tools for modeling financial decisions are spreadsheets. As part of the inter-subject integration of mandatory disciplines, it is proposed to supplement the theoretical financial literacy course newly introduced into the school curriculum with the experimental work of high school students and students of secondary vocational education with economic calculations in spreadsheets. This approach will be useful for subject teachers interested in interdisciplinary cooperation, the development of functional literacy of students, the implementation of activity and project approaches to consolidating theoretical knowledge. From the point of view of deepening the digital maturity of broad financial education, it can also be recommended for organizing optional after-school work for high school students and selfeducation practices for school graduates.

Keywords: spreadsheets, compound interests, financial functions, personal finance, digital financial literacy

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*Shamov A. N.,
Chernyshov S. V.*

PEDAGOGICAL PRACTICE AS A COMPONENT OF PROFESSIONAL TRAINING OF A FUTURE FOREIGN LANGUAGE TEACHER: REALITY AND PROBLEMS

Abstract. This article discusses the issue of improving the professional and methodological training of the future teacher of a foreign language. This component shows how far the future teacher will advance in obtaining professional competence in his profile, how ready he is to carry out his

pedagogical activity in teaching one or two foreign languages in a secondary school. In this context, particular importance is attached to different types of teaching practice at school. The task of pedagogical practice is to combine methodological theory with practical actions of a teacher in a foreign language lesson. A special role is given to the master teacher in such activities. As such, the teacher of the Department of Methods of Teaching Foreign Languages acts.

Keywords: professional training, theoretical training, pedagogical practice, professional competencies of a foreign language teacher, intellectual and emotional readiness of a teacher for future activities

For citation: Shamov A. N., Chernyshov S. V. Pedagogical practice as a component of professional training of a future foreign language teacher: reality and problems. *Domestic and Foreign Pedagogy*. 2023;1(4):75–91. (In Russ.). doi: 10.24412/2224–0772–2023–94–75–91

Sogacheva A. S.

**ON THE ISSUE OF THE CONTENT OF THE CONCEPT
“OF MULTILINGUAL EDUCATION” BASED ON THE
HISTORICAL AND LOGICAL PREREQUISITES FOR THE
FORMATION OF THE CONCEPT OF MULTILINGUAL
EDUCATION IN RUSSIA**

Abstract. Multilingual education (hereinafter referred to as MO) is a modern system of understanding that has a unique historical and logical path of formation in Russia. In a general format, the concept can be defined as the idea of simultaneous theoretical and practical use of different languages that are equal to each other in the educational process, and the means of these languages constitute a kind of “fund of a multilingual person”. The concept is relevant because it historically and logically replaces the traditional ideas about teaching foreign (non-native) languages, among which it is customary to distinguish the main language, which is the direct purpose of teaching and upbringing, and the accompanying one or more languages. It is difficult to say how many languages the subject of the educational process initially speaks and, most importantly, at what level, as well as at what point one (or several) of the languages being studied no longer become a subject of study, but a means to study related disciplines. The big difficulty is precisely the issue of checking the level and quality of language proficiency, since this process is difficult to verify and practically untraceable in the process of systematic monitoring. This article is an attempt to generalize the idea of how

the concept of MO in Russia was formed over time and what conditions and factors caused its existence in the educational space of Russia? What do we mean by MO in Russia today? The answers to these questions will systematize the individual achievements of research scientists to form a general picture of the prospects and trends of the MO in Russia today.

Keywords: multilingual education, multilingual training, multilingual education, monolingualism, bilingualism, trilingualism, multilingualism, foreign languages, multilingual communicative competencies, language educational policy

For citation: Sogacheva A. S. On the issue of the content of the concept “of multilingual education” based on the historical and logical prerequisites for the formation of the concept of multilingual education in Russia. *Domestic and Foreign Pedagogy*. 2023;1(4):92–112. (In Russ.). doi: 10.24412/2224-0772-2023-94-92-112

Vassilchenko N. V.

ANALYSIS OF THE USAGE OF TERM “SOCIAL PARTNERSHIP” IN VARIOUS FIELDS OF HUMANITARIAN KNOWLEDGE

Abstract. The article presents a review of research papers on social partnership in various fields of humanitarian knowledge: pedagogy, economics, sociology, and law — within the latest decade. In the introduction, the growing significance of social partnership for modern education is singled out along with bringing forward the objective of the article. It is the consolidation of essential theoretical outcomes of researches on social partnership and their systematisation so as to ground its conceptual principles in the sphere of education.

The main part is dedicated to the review of researches on social partnership, the majority of which are in the field of pedagogy. In these works, social partnership has different meanings: a system of mutual relationships, a special type of interaction, a condition, a peculiarity of the model, etc. Moreover, the pedagogical research has provided objectives and principles of social partnership, its types and forms as well as subjects. Few of them coincide. The juxtaposition of pedagogical researches with the ones in economics allows regarding the paramount maxims of social partnership from a different perspective.

In conclusion, the data received while studying the dissertations are systematised and analysed. The analysis permitted to detect several

metadisciplinary constants of social partnership in the humanitarian domain as well as defining theoretical gaps. Filling them might assist to suggest a conception of social partnership in the sphere of education.

Keywords: social partnership, pedagogy, vocational education, economics, competitiveness, democratic management

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Kobozeva I. S.

CULTURAL HERITAGE IN THE TRAINING OF A MUSIC TEACHER AT A REGIONAL UNIVERSITY

Abstract. The relevance of the study is justified by the modern social imperative to education and culture. The author focuses on the consideration of the requirements for the content of the training of a music teacher in a regional university, which appeared as a result of the current educational situation in Russia, which is a reflection of the turn of state policy towards the promotion and preservation of the country's cultural heritage; development of a highly moral person who knows the cultural and historical traditions and cultural potential of his region, who has universal and national cultural values.

The training of a musician teacher involves considering the content of education in the context of solving state policy issues in the development of national and cultural branding of the regions of Russia, associating it with the preservation of heritage cultures, the development of future musical teachers of the national musical culture of the individual, the formation of students' respect for the past and present of the region and the country as a whole.

Such a setting is implemented by the author in an academic discipline that has a special purpose in a regional pedagogical university, in which the content of the musical culture and education of the Mordovian region is represented. In the process of teaching an academic discipline, educational, historical, cultural, and pedagogical formats interact. According to the author's intention, an important role in terms of preserving the cultural heritage is played by the local history activities of future music teachers carried out in the context of the course content.

Keywords: cultural heritage, universal and national values, national musical culture, region, teacher-musician, pedagogical university

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Romanova O. A.

BELIEFS AND VALUES OF THE HUMANITY DISCIPLINES TEACHERS IN VOCATIONAL EDUCATION AND TRAINING

Abstract. This article is devoted to identifying teacher beliefs and values in the narratives of teachers of non-vocational disciplines in the VET schools that make up their professional culture. The study also addresses how these constructs related to early professionalization through the assimilation of the reference values of a small relevant group — teachers and lecturers who trained and educated participants of the research. This work contributes to the academic discussion by studying the beliefs, attitudes, and values of teachers of non-professional disciplines of VET, previously insufficiently studied. The novelty of the paper is also in the qualitative methodology. This makes it possible to better understand the interpretative frameworks that underlie the teachers’ sensemaking and their professional decision-making.

The concept of D. A. Leontiev is used as a theoretical basis in the study. The empirical basis of the paper is 21 in-depth semi-structured interviews with teachers of foreign language and philosophy in the VET schools.

According to the analysis, the teachers’ beliefs and values vary widely from a pronouncedly traditional authoritarian pedagogy to progressive constructivist beliefs. At the same time, there are integrating trends: traditionalist teachers are trying to introduce interactive teaching methods, following modern ideas about effective pedagogy; progressive educators combine their student-centric beliefs with traditional attitudes toward subject knowledge, normative assessment, and adapting learning style to the needs of the group rather than individuals. It was found that the teachers’ beliefs and values are associated with the experience of early professionalization due to the role model “the best teacher” in only half of the cases. Apparently, the nature of professionally relevant beliefs and values is directly related both to

general life sensemaking orientations and to the direct specific experience of activity in the conditions of vocational education and training.

Keywords: teacher beliefs, teacher values, VET teachers, vocational education and training, professional culture, professionalization, sensemaking

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Juventin-Favsta T. A.,
Rodichev N. F.

**THE EFFICIENCY OF THE TECHNOLOGY COURSE WITH
MODULES INNOVATIVE TECHNOLOGICAL PRACTICAL WHEN
CONSTRUCTING A MODEL OF ORGANIZATIONAL AND
PEDAGOGICAL SUPPORT FOR PROFESSIONAL SELF-
DETERMINATION OF SCHOOLCHILDREN IN CONDITIONS OF
DIGITAL TRANSFORMATION OF TECHNOLOGICAL
EDUCATION**

Abstract. The article presents a model for supporting the professional self-determination of students based on the inclusion in the subject area “Technology” of technological modules in innovative areas, defined by the top-50 in-demand professions, the National Technology Initiative. The relevance of the problem is determined by the approach to the organization of career guidance work with schoolchildren through the introduction of the program of the subject area “Technology” with modules of a technological workshop for students and the integration of classroom and extracurricular activities to form pre-professional competencies among schoolchildren. The prerequisites for the study were the following problems: the high importance of introducing innovative solutions to the formation of primary professional skills in schools, teaching schoolchildren new professions defined by state programs for the digital and technological development of the country and training for blue-collar jobs, raising the prestige of science and technology. Purpose of the article: analysis of the existing problem in the focus of modern challenges, presentation of the results of work on the model of organizational and pedagogical support of professional self-determination of students through the implementation of the course “Technology” with modules of an innovative technological workshop. The results of experimental work on the new model are presented. Conclusions are drawn about the prospects of the

model of organizational and pedagogical support of students' professional self-determination as an effective educational practice.

Keywords: technology, career guidance model, self-determination of students, innovative workshop, technological development of education, social partnership, networking, Schoolskills

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