

*Vladislav V. Serikov,  
Anastasia I. Evdokimova*

## **FORMATION OF RESEARCH COMPETENCE OF RESIDENTIAL STUDENTS BY MEANS OF INTERACTIVE TRAINING METHODS**

**Abstract.** The article considers the process of formation of research competence of students of residency by means of interactive methods of teaching, as which case technologies and other methods of modelling situations of professional activity of a resident physician are analysed. The understanding of competence as mastery of an activity and the ability to achieve a certain professional result (“create a professional product”) is substantiated. The content of research competence of resident doctors is argued taking into account the specificity of medical activity, the presence of diagnostic research component in it. levels of its development, the model of the process of its formation is proposed. The conditions for residents to master the elements of research procedures in solving medical problems are shown. The article presents the author’s method of creating situations that develop the research competence of residency trainees, the algorithm of its implementation, including the identification of the levels of formation of research competence of residents, which was a reference point for the subsequent implementation of a differentiated approach to the presentation of research tasks. The algorithm also involves the implementation of a contextual approach in the training of resident physicians. The author’s methods for the use of simulation tasks with cases are given, it is shown how the nature of problem solving reveals and overcomes the residents’ “deficits” in the experience of applying research competence, forms their skills of analysing the “research product” obtained when solving a task simulating a professional situation. Scientific novelty consists in the development of the model of levels of formation of research competence of students on residency programmes as a methodological basis for the construction of the model of formation of the research component of professional readiness of resident physicians. The authors put forward and substantiate a hypothesis about the effectiveness of their proposed methodology of

using interactive methods in the aspect of modelling research practices. The characteristics of interactive technologies, their classification, didactic functions as means of development of research competence of students of medical school residency are given.

**Keywords:** higher medical education, lifelong learning, research competence, simulation tasks, case technology, research product, digital learning environment, residency trainees

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*Elena M. Babanova*

## **THE MODEL OF FORMATION OF MANAGERIAL COMPETENCE OF STUDENTS OF ECONOMIC SPECIALTIES**

**Abstract.** The article presents a model for the formation of managerial competence of students of economic specialties at a university. The author’s interpretation of the concept of “managerial competence of future economists” is given as an integrated personal characteristic of future economists, characterized by the ability to solve managerial tasks in accordance with the goals set on the basis of formed personal qualities in the process of professional training at a university. The specifics of the formation of managerial competence of students of economic specialties at the university is to develop the skill of solving managerial tasks based on the economic analysis of the organization’s activities. The constituent blocks of the author’s model are the target, methodological, content-technological, criteria-evaluation blocks. The formation of managerial competence, according to the developed model, includes three stages: informational-motivational, practice-oriented, evaluative-activity. As a means of developing competence, the following were used: a developed digital platform that allows students to self-diagnose their abilities in management and develop them; interactive educational methods that allow future economists to develop managerial skills using the example of designed game

situations; a “Startup Laboratory”, within which investment projects were designed, analyzed and justified. The results of the ascertaining and control stages of the experiment are presented, which prove the feasibility of implementing the model. As a result of the experimental work, a measurement was performed, which recorded a positive statistically significant shift in all the criteria studied in stages.

**Keywords:** model, managerial competence, students of economic specialties, university, management tasks

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*Tatiana E. Isaeva*

**DEVELOPMENT OF ENGINEERING CULTURE OF  
TECHNICAL UNIVERSITY TEACHERS  
(IN MEMORY OF ACADEMICIAN OF RUSSIAN ACADEMY  
OF EDUCATION E.V. BONDAREVSKAYA)**

**Abstract. Introduction:** engineering culture as a part of universal human culture has been actively studied by philosophers and scientists involved in organizing the educational process in engineering programs and upbringing improving in educational institutions. However, despite the traditionally high importance of the engineer’s personality in the development of Russian society, the engineering culture of a technical university teacher has not yet become an object of scientific knowledge. *The purpose* of this study is to examine the systemic concept of “engineering culture of technical university teachers”, based on the conceptual ideas of the cultural approach outlined by academician E. V. Bondarevskaya. *Research Methods:* the study was conducted on the basis of cultural and competency-based approaches, which became the foundation for determining the main content tracks for the formation of the engineering culture of technical university teachers in the process of vocational development. *Results:* a definition of the engineering culture of technical university teachers is proposed. It is regarded as a

component of the universal human culture, integrating the spiritual and material values of engineering thinking, the main approaches and methods of their production activities, as well as a system of moral and ethical regulations of creative work. The importance of engineering culture in the professional and personal development of technical university teachers is proved; its structure is presented by four blocks: culture-perceiving, culture-creating, culture-translating and the block of an engineer's personal qualities. The goals of the implementation of a pilot project for vocational development of scientific and pedagogical staff of a technical university and postgraduate students "PRO.Development" are described; the results of an interim assessment of the chosen form of professional and personal development based on empirical research (questioning, ranking, conversation methods) are presented. They inspire hope that participation in this project can have a positive impact on improving the quality of education at the university by providing teachers with advanced knowledge, modern teaching technologies, which give pedagogical support to students in their social and cultural development. It also creates a favorable environment for the development of the engineering culture of technical university teachers. *Conclusion:* in today's situation of social and political tension as well as global confrontation, the possession of engineering culture becomes one of the decisive factors ensuring the effectiveness of the scientific and pedagogical activities of a modern university teacher, his/her ability to transmit academic, professional and universal values to university graduates. It is assumed that the described innovative form of vocational development, the content of which was based on the ideas of personal development as a person of culture by academician E. V. Bondarevskaya, will become an favourable environment for the development of engineering culture among technical university teachers.

**Keywords:** engineering culture, technical university, engineer's competences, vocational development of university teachers

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*Ismail B. Baykhanov*

## **PEDAGOGICAL TECHNOLOGIES FOR FORMING TEACHERS' ELECTORAL CULTURE**

**Abstract.** The problem under consideration is related to the need to increase citizens' trust in elections, and to increase their conscious responsibility for the future of the country. In this area of activity there is untapped potential for a teacher who is capable of becoming a specialist who transmits electoral culture to others and shapes it among students. Pedagogical technologies for the formation of electoral culture are based on the use of this potential of the teacher. The purpose of the article is to consider the theoretical foundations and features of the practical implementation of technologies for the formation of a teacher's electoral culture. The methodological basis of the study was determined by the provisions of methodological approaches, presented in the form of a four-level hierarchical structure of methodological foundations, which is generally accepted at the modern post-non-classical stage of the development of scientific knowledge. To solve the problems posed in the study, a system of complementary methods was used: historical-bibliographic, historical-logical and retrospective analysis of the phenomena under study in the interdisciplinary field; systematization, analysis and generalization of philosophical, scientific, sociological, political science, cultural, pedagogical, psychological literature in the field of the electoral process and personal and professional development of teachers. As a result of the study, a technology for implementing the concept of electoral culture, specific technologies, their constituent techniques, methods, methods, techniques, forms of work were proposed, presented as components of a general developmental program for the formation of a teacher's electoral culture, focused on solving the above problems. The forms, methods, methods and techniques of teaching used in the program are intended for their further use by teachers in the formation of the electoral culture of others. The program uses both traditional teaching

technologies (lectures and seminars) and innovative teaching methods based on modern information technologies and the latest achievements of psychological and pedagogical sciences.

**Keywords:** methodology, technology, teacher's electoral culture, forms of education, general developmental program

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*Vera S. Fedotova*

**PRAXIOLOGICAL FOUNDATIONS OF COMPREHENSIVE  
ASSESSMENT OF TEACHER READINESS FOR  
PROFESSIONAL ACTIVITIES IN THE FORMAT OF  
DEMONSTRATION EXAMINATION IN HIGHER  
EDUCATION**

**Abstract.** The results of assessing the mastery of educational programs for teacher training are the basis for monitoring the success of developing professional competencies and characterizing the professional skills of future teachers. The purpose of the article is to scientifically substantiate the possibility of conducting a demonstration exam at a university for a comprehensive assessment of a teacher's readiness for professional activity in real or simulated conditions using praxiological characteristics of effectiveness, efficiency, manufacturability, and rationality of actions. This approach allows for integrative monitoring of a teacher's readiness for professional activity in several aspects: possession of fundamental knowledge, readiness to solve practical problems, methodological and methodological culture, focus on the teaching profession. The teacher is considered by the author as a subject of the educational ecosystem. In this regard, the determining role of interaction between educational organizations and the production sector in the course of a comprehensive assessment of teachers' readiness for professional activity is noted. The results of the study are presented by identifying the essential characteristics of the demonstration exam as a practice-oriented approach in assessing learning outcomes, a form of comprehensive assessment of teachers'

readiness for professional activity. The procedure for assessing teaching activities in this format is described. The author applies the main provisions of the praxeological approach in a comprehensive assessment of a teacher's readiness for professional activity. The essence of the new concept "teacher's praxeosphere" is substantiated. Praxeological knowledge coordinates pedagogical activity and makes it more effective, efficient, technological, valeological, and aesthetic. The author formulates recommendations for the content of the demonstration exam. The author concludes that the objectivity of assessing the quality of implementation of educational programs for teacher training has increased based on the introduction of a demonstration exam in higher education.

**Keywords:** praxeological approach, professional teacher training, demonstration exam, comprehensive assessment of teaching activities

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*Nadezhda A. Ladilova*

**RESEARCH OF THE IMPLEMENTATION EXPERIENCE  
SYSTEMS (TARGET MODELS) OF MENTORING OF  
TEACHING STAFF IN THE PRACTICE OF MENTORING  
ACTIVITIES OF RUSSIAN EDUCATIONAL  
ORGANIZATIONS**

**Abstract.** The relevance of the problem of this study is due to the contradiction between the recognition of the importance of pedagogical mentoring and the unrealized of a systematic approach to its implementation in the practice of mentoring. The article describes the experience of introducing the model of pedagogical mentoring into the practice of mentoring activities of Russian educational organizations, which is the purpose of the study. Research objectives: development of information collection tools, determination of mechanisms for obtaining the requested information from the subjects of the Russian

Federation, processing and analysis of the data obtained. Research methods: analysis, questioning, comparison, generalization, methods of statistical data processing. The study sample includes from 68 subjects (regional curator respondents) at the first stage to 86 subjects at the second stage of monitoring. The text of the article describes the first two stages of monitoring in 2022.

The specifics of the conducted research is to substantiate the expediency of using prolonged functional monitoring, which ensures a phased “immersion” in the stated problem, observance of continuity and sequence of its study, as well as organizational and methodological support/support for the activities of regional respondents-curators, which together determines the impact on the quality of the process of implementing the mentoring model of teaching staff.

The results of this study are preliminary and are awaiting confirmation on a larger sample of the next monitoring stages in 2023 and 2024, which will generally clarify the hypothesis presented in this article.

**Keywords:** mentoring system (target model), implementation process, teaching staff, educational organization, prolonged monitoring

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*Elena N. Dzyatkovskaya*

## **ERGONOMIC APPROACH TO INDEPENDENT EDUCATIONAL WORK**

**Abstract.** Independent work, like control and test tasks, is characterized by high emotional and intellectual load on students and often has a high physiological “price”. Our task is to determine the pedagogical conditions of schoolchildren’s independent work, which would ensure its ergonomics (efficiency, optimality and rationality) and preservation of their health. Interdisciplinary (pedagogical, psychological, ergonomic), system-activity and complex approaches were the methodological bases of the research. It was proved that observance of



only hygienic norms of the educational process is not a guarantee of its safety for students' health. The most important means of implementation of the ergonomic approach is the realization of the learner's role of the self-knowledge and self-improvement subject on the basis of universal learning actions and interdisciplinary (interdisciplinary) concepts stipulated by the Federal basic educational programs: "efficiency", "rationality of the mode of study", "optimality" of the chosen variant of educational actions, etc., which relate to ergonomics of labor. It is known that although there is no successful learning in general, for a particular person it is always special and unique, there are and act common for all people laws of ergonomics, the conditions of application of which depend on the peculiarities of a particular human activity. The peculiarities of independent work of students are described — it has not only subject, but also personal content; it is aimed at achieving both subject and personal goals — educational independence, self-discovery and self-development: as well as its creative nature, which allows experimenting with ways and methods of activity taking into account the "human factor". This allows us to consider independent work as a learning project of the student himself on self-education and self-change, in which independent work acts not only as an object of application of the ergonomic approach, but also as a means of its mastering by students in order to increase the success of education, personal development and health. However, the possibilities of this approach have not yet been fully evaluated in pedagogy. The necessary conditions for giving independent work of students an ergonomic orientation, which is realized in the joint activity of teacher and student, are formulated.

**Keywords:** independent work, ergonomics, self-knowledge, efficiency, optimality, rationality

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*Anton I. Kuharev*

**THEORETICAL FOUNDATIONS FOR THE ANALYSIS OF ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN SCHOOLS**

**Abstract.** The article defines the concepts of “project learning” (project activity of students, project method, project based learning), “project”, “problem”, “problem solving”, highlights the main stages of implementation of educational projects and the logic of student activity basing on the analysis of theoretical works in the field of project learning, international standards for project management, as well as psychological theories of problem solving. What is more, the theoretical foundations and a list of organizational and pedagogical conditions for the implementation of project-based teaching of senior schoolchildren are highlighted basing on the analysis of learning theories.

This study can serve as a basis for both research and school introspection on the completeness of provision of organizational and pedagogical conditions for the implementation of project-based learning according to the requirements of the Federal State Educational Standard.

**Keywords:** project, project based learning, project activity of schoolchildren, project method, organizational conditions, pedagogical conditions, constructivism, problem solving, FGOS, universal competencies

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*Maxim A. Kostenko,  
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## **DESIGNING TASKS TO DEVELOP STUDENTS' READING LITERACY BASED ON ANALYSIS OF PIRLS 2021 RESEARCH RESULTS**

**Abstract.** At the present stage, reading literacy has become an important competence that allows a junior schoolchild to solve academic and life tasks throughout the whole period of schooling, as well as to socialize in society in the future. The article presents general characteristics of the international study of the quality of reading and text comprehension of fourth-graders and those changes of PIRLS 2021, which should be paid attention to by methodologists and primary school teachers to correct the identified difficulties of schoolchildren. The aim of the article is to analyze the features and findings of PIRLS 2021 and to describe the recommendations for constructing tasks adapted to different reading abilities of pupils. The following theoretical methods were used in the research process: analysis and generalization of scientific and methodological literature on this topic. The article presents the results of the study: a general brief characteristic of the PIRLS study with an indication of changes in 2021, a level classification of reading skills when working with fiction and informational texts is carried out, the difficulties of junior schoolchildren when performing tasks on paper and computer are described. Conclusions are drawn about the need to specify the reading skills corresponding to each of the internationally identified levels: advanced, high, medium and low; emphasis is placed on combining levels of text complexity and levels of cognitive complexity of reading skills to construct tasks adapted to the different reading abilities of students.

**Keywords:** reading literacy research, PIRLS, reading skills, text difficulty levels, junior schoolchildren

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Vladislav A. Razumovskij

## DISTRIBUTED ENGINEERING TECHNOLOGY IN EDUCATION

**Abstract.** The national priority of the Russian Federation is the education of children and youth, primarily aimed at preserving and strengthening traditional Russian spiritual and moral values. Strategic and regulatory documents define the priority of interaction between social institutions in matters of educating the younger generation, and they also set the task of creating conditions for the effective implementation of such interaction. The purpose of this article is to consider value-oriented design in education as a possible condition for inter-institutional interaction in the field of education of children and youth, which technological solution is the creation and operation of an appropriate digital environment. The author uses methods of analysis and generalization of the regulatory framework on the issues of raising children and youth, the results of scientific and pedagogical research in the field of design, implementation of distributed activities, and creation of a digital environment. The study identifies value-based design in education. The paper presents the features of project management in the context of the activities of a distributed management team consisting of hierarchically independent representatives of various social institutions. The composition and principles of functioning of the digital environment of distributed design in education are described. The block structure of the information portal for supporting distributed design is presented. The results of the study can be the basis for further practical implementation of distributed value-based design in education.

**Keywords:** traditional Russian spiritual and moral values, value-based design in education, distributed management team, digital environment, informational portal

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*Khazhmukhamed Kh. Etuev,  
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Arkady V. Shupaev,  
Mikhail A. Osipov*

## **AUTOMATED ASSESSMENT OF THE FORMATION LEVELS OF PROFESSIONAL COMPETENCIES**

***Abstract.*** This article is devoted to the problem of developing an automated platform for assessing the levels of formation of professional competencies. The relevance of this problem is determined by the rapid pace of digital transformation of society and the insufficient number of full-fledged solutions for automating the certification of students and the assessment of employees. The aim of the article is to present and popularize the experience of developing an automated platform for assessing the formation levels of professional competencies. The authors analyzed and summarized the scientific information of Russian and foreign scientists on the research problem; presented a comparative analysis of existing automated competency assessment systems in Russia and abroad; clarified the concept of “automated competency assessment”. The article contains detailed information on the essence and structure of the automated platform for assessing formation levels of competencies developed by Innopolis University. The authors also presented and described the model and functionality of this platform and the results of its testing. The results of the study were obtained using the following methods: analysis, comparison, generalization, modeling, experiment. One of the features of the study was a comparative analysis of the results of an automated competency assessment based on the Moodle learning management system and an automated platform developed by Innopolis University. The study results presented in the article were based on the diagnosis of 1,670 students of National Research University Higher School of Economics. The authors proved the effectiveness of the developed automated

platform for assessing professional competencies.

**Keywords:** automated platform, assessment, certification, competence, competence matrix, assessment, formation levels

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Oksana A. Beregovaya,  
Aleksej K. Erohin

### **THE CONCEPT OF UBUNTU AS THE ANSWER OF THE AFRICAN PHILOSOPHY OF EDUCATION TO THE CHALLENGES OF GLOBAL CHANGES**

**Abstract.** The article presents a view on the crisis phenomena of globalization of education that have affected the countries of the African continent, and the search for a way of the out of it. The authors turned to the analysis of the concept of African philosophy *ubuntu* in the context of understanding the impact of global processes on the education and African peoples culture. *Purpose of the article.* The purpose of the article is to show the harmonizing role of the concept of *ubuntu* on African society and education. *Research Methods.* Systemic and socio-cultural approaches are used as the main approaches. The processes taking place in education in a globalizing world are considered in the universal (dialectical) interrelation of phenomena, the systemic representation of education in its diversity and integrity. The socio-cultural approach allows us to consider education included as a subsystem in cultural and social relations (including economic) correlated as equally influential. *Results.* The concept of *ubuntu* symbolizes a human being who possesses such important human virtues as humanism, compassion and humanity, the relationship of people in the environment, God and ancestors. The concept of *ubuntu* emphasizes the value of collective existence in a community as opposed to individual value. It contains a collective African worldview based on solidarity (communitarianism), which is of central importance for the

survival and optimal organization of the life of African communities. The authors came to the conclusion that, if successfully used, *ubuntu* can become the basis for understanding the experience of diversity and modernization and even contribute to the integration of the African continent into the process of globalization, and education can give a worthy answer to its challenges.

**Keywords:** ubuntu, african philosophy of education, globalization, traditionalism, postcolonial studies, education, comparative studies

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*Polina S. Simonova*

## **THE ROLE OF F. I. BUSLAEV AND K. D. USHINSKY IN THE FORMATION OF NATIONAL APPROACHES TO TEACHING READING**

**Abstract.** The article analyzes the contribution to the formation of the Russian methodology of teaching reading by two outstanding teachers of the XIX century — F. I. Buslaev and K. D. Ushinsky. In this case, at the beginning of the article a brief characterization of the approaches to teaching reading that were formed by the XIX century is given. With the appearance of written language in Russia there was a need for teaching reading, there was a search for ways to teach adults and children the basics of literacy, and for a long time the main texts for reading remained religious texts and translated texts, and only by the end of the XVIII century as texts for practicing reading began to be used works of Russian literature. In the middle of the XIX century, an important role in the development of Russian methods of teaching reading was played by F. I. Buslaev, who opposed insufficiently conscious reading and suggested ways to increase the consciousness of reading. F. I. Buslaev paid great attention to the analysis of literary texts, the choice of works, as well as ways of interaction between teacher and students during the reading lesson. K. D. Ushinsky made a huge contribution to the development of domestic theory and practice

of reading activity formation. He has not only the ideas of improving children's learning of reading mechanism, but also the fundamental statement of the question of the necessity to continue to develop reading after mastering the basics of literacy. The article analyzes and presents the principle provisions of K. D. Ushinsky's method, gives specific types of exercises with text for the development of reading activity.

**Keywords:** approaches to teaching reading, F. I. Buslaev, K. D. Ushinsky, reading awareness, reading mechanism

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*Olga G. Lipskaya*

### **THE PROBLEM OF MORAL EDUCATION OF THE INDIVIDUAL IN THE WORKS OF F. A. KUDRINSKY**

**Abstract.** The article is devoted to understanding the problem of moral education of the individual in the work of the Belarusian educator F. A. Kudrinsky. His articles published in the journal “Public Education in the Vilna School District” in the period from 1909 to 1914 were used as the main materials of the study. The main views of the teacher regarding the purpose of education and its content are analyzed. It is established that in the concept of “the purpose of education”, the teacher distinguished two sides — the real one, the essence of which is to determine the individual vocation of the child and prepare him for future activities, and the ideal one, which involves the harmonious development of personality, the upbringing of a “whole” person. It is noted that the educator assigned an important importance in moral education to the education of patriotic feelings among students, readiness and determination to benefit their native country, the formation of self-esteem, tolerance, restraint, discipline. Attention is drawn to the fact that F. A. Kudrinsky advocated the upbringing of children on “national soil”, recognized the enormous educational importance of the native language. Such principles of upbringing of children, developed by a teacher, as the principle of naturalness, the



principle of the nationality of education, an individual approach to education, the humane attitude of the teacher to the pupils are considered. The views of the teacher concerning the most effective methods of moral education are presented. The educational power of the teacher's personality in the moral improvement of students is shown.

**Keywords:** education, moral education, methods of moral education, training, patriotism, principles of education

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