

## THE POTENTIAL OF THE MUNICIPAL EDUCATION SYSTEM IN CONTINUING EDUCATION OF TEACHERS

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**Abstract.** The article addresses the issues of preparing teachers for professional practice in modern conditions, characterized by dynamic changes, intensive modernization processes, the formation of a unified educational space in the Russian Federation, standardization of teaching activities, and more. We believe that a significant potential for preparing teachers for professional work under the aforementioned conditions lies in the opportunity to re-evaluate the resources of the municipal education system and update them for the purpose of continuing teacher education aimed at their continuous professional development — which became the goal of this article.

The research methodology was based on systemic, prognostic, and comprehensive approaches, examining regionology in the context of building personalized models of continuing teacher education, with a focus on a humanistic analysis of continuing education as a nonlinear process oriented towards developing human capital.

As a result, the potential of the municipal education system in continuing teacher education has been substantiated. The resources of this system include the modernization of methodological activities both at the level of educational institutions as self-learning organizations and at the level of the municipal methodological service — through the creation of educational clusters, the implementation of a «event-based» approach, and strengthening teachers' agency in designing individual educational pathways.

In the conclusions, we substantiate the position that the resources for preparing teachers to meet modern professional requirements are embedded in the unified educational environment of the municipal education system.

**Keywords:** municipal educational environment, municipal education, continuing education, methodological service, educational cluster, event-based approach, professional development.

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**COMPETENCY-BASED PROFESSIONAL TRAINING OF UNIVERSITY STUDENTS IN THE ERA OF HIGHER EDUCATION DIGITAL TRANSFORMATION**

Artem D. Zubkov

**Abstract.** The article addresses the problem of insufficient effectiveness of competency-based professional training for university students, stemming from the fragmented and formalistic use of digital technologies. Despite the normative consolidation of the competency model, a gap often persists in practice between the declared goals of competence formation and the actual pedagogical mechanisms within the digital environment. The *aim* of the research is a theoretical analysis of this problem and the development of a conceptual framework for its resolution. The *methods* employed included a retrospective analysis of the evolution of the competency-based approach; the operationalization of the concepts «competence» and «competency»; the systematization of typical digital practices in universities (administrative-managerial, organizational-educational, content-methodological, assessment-related); and the modeling of the competency-based training process in a digitalized university. Promising technological trends (data-driven adaptive learning, gamification, artificial intelligence, immersive technologies) and their associated pedagogical and ethical risks were analyzed. The main *result* is the developed author's conceptual model of competency-based training, which integrates target, content,

technological, activity-based, and assessment components. The model is aimed at overcoming the formalistic approach through pedagogically meaningful design of learning activities. The *scientific novelty* lies in clarifying the dialectical interconnection between the competency-based approach and digitalization, specifying a system of hierarchically organized pedagogical conditions for effectiveness, and justifying the need for a new model of competence assessment based on digital footprints and activity products. *It is concluded* that the digital environment serves as a context, condition, and tool for forming integrative competencies only under the condition of prioritizing pedagogical design over technological implementation. The article's materials hold *practical significance* for designing educational programs and developing methodological support for the educational process in a digital university.

**Keywords:** competency-based approach, higher education, digital transformation of education, digital educational environment, professional training of students, professional competencies, universal competencies, digital competencies, educational technologies.

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### THE INDIVIDUAL PROFILE OF TEACHERS' ASSESSMENT ACTIVITY IN THE CONTEXT OF PROFESSIONAL DEVELOPMENT

Olga I. Koteneva

**Abstract.** The article examines teachers' assessment activity in the context of their professional development within the system of continuing professional education. The focus of the analysis is the individual profile of assessment activity, which is regarded as an analytical and diagnostic tool that enables a comprehensive characterization of the specific features of a teacher's assessment practice. The development of the individual profile is based on identifying professional deficits and surpluses that reflect the degree of formation of the structural components of assessment activity.

The study substantiates that the individual profile of assessment activity serves as a tool for designing and structuring supervisory support aimed at providing targeted professional assistance and ensuring consideration of teachers' individual educational needs.

It is shown that supervisory support, organized on the basis of the developed profile, ensures a scientifically grounded selection of content, forms, and methods of professional interaction. This approach makes it possible to align diagnostic procedures with professional development processes, thereby creating conditions for the purposeful improvement of teachers' assessment activity.

**Keywords:** assessment activity, teacher's assessment activity profile, continuing professional education system, supervisory support, components of assessment activity.

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### FEATURES OF THE ADAPTATION OF FIRST-YEAR STUDENTS WHO WILL BECOME PRIMARY SCHOOL TEACHERS

Olga V. Musatova,  
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Elena V. Kazakova

**Abstract.** The article is devoted to the theoretical and practical analysis of the characteristics of the initial stage of adaptation of first-year students — future primary school teachers — to the educational environment of a pedagogical university. By studying the adaptation process of first-year students,

the authors aim to identify and analyze in detail typical problems at the beginning of the adaptation period that may hinder the successful entry of first-year students into the educational environment of a pedagogical university. The research methods include questionnaires, analysis, synthesis, comparison, contrast, and generalization of experimental data. Social and psychological adaptation is viewed as a multicomponent process, including motivational, cognitive, emotional, and behavioral components. The study allowed us to analyze motivational and emotional components. The diagnostic results highlight the need for targeted interventions, including a mentoring program to develop professional competencies in first-year students — future primary school teachers. Productive adaptation will facilitate the development of young people in their chosen profession.

**Keywords:** adaptation of first-year students to the educational environment of a pedagogical university, adaptability, primary school teacher, mentoring.

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#### CONDITIONS FOR THE FORMATION OF AN AUTHOR'S POSITION OF A TEACHER

Galina V. Orlova

**Abstract.** This article presents the essential characteristics of the phenomenon of the teacher's subjective-authorial position, analyzes research on this professional and personal quality of teachers, and demonstrates the conditions for developing future teachers' readiness to master this position and develop their own authorial system. Excerpts from experimental work on testing the developed concept for developing the authorial position of future teachers are provided.

**Keywords:** authorial position, manifestations of the authorial position, development conditions, task-situations requiring original pedagogical solutions.

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#### THE RELATIONSHIP BETWEEN UNIVERSAL SKILLS AND PSYCHOLOGICAL WELL-BEING AMONG ELEMENTARY SCHOOL STUDENTS

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Daria A. Gracheva

**Abstract.** The article examines the relationship between universal 4C skills (critical thinking, creativity, communication, and cooperation) and psychological well-being among a sample of 609 fourth-grade students. Psychological well-being was assessed using a validated multidimensional scale reflecting students' satisfaction with different life domains, including relationships with the school environment and teachers, friends, parents, as well as self-attitudes. The results revealed statistically significant positive associations between the level of universal skills development and the «School» and «Teacher» factors. At the same time, no statistically significant associations were found with satisfaction with relationships with parents, friends, or oneself.

**Keywords:** universal skills, critical thinking, creativity, communication, cooperation, well-being of schoolchildren, life satisfaction.

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**USING AI-BASED TECHNOLOGIES FOR SCHOOL ASSESSMENT ACTIVITIES**

Ilya A. Lobanov

**Abstract.** The use of artificial intelligence is one of the main directions in the development of domestic education. The national development goals formulated by the President's Decree of the Russian Federation in May 2024 articulate the task of its application in the economy and social sphere, including in the education system. In this regard, the range of scientific and pedagogical research in the field of artificial intelligence applications is expanding, practical experience is accumulating in higher, secondary vocational and general education.

One direction of AI in general education has become the use of neural network products for assessing students' activities, creating tests, developing assignments. At the same time, it requires a systematic inclusion of all evaluation procedures into the educational process, compliance with general requirements within a unified educational space, methodological developments on the use of artificial intelligence technologies in organizing teachers' work taking into account the specifics of the subject content.

The article analyzes the current state of the problem and proposes approaches to applying artificial intelligence in organizing and conducting assessment procedures.

**Keywords:** artificial intelligence, general education, assessment system, assessment criteria, assessment procedures

**Funding:** The study was carried out in 2026 as part of applied scientific research at the Institute of Educational Content and Methods on the topic «Scientific and methodological foundations for the development and implementation of a unified model of intra-school assessment.»

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**DIGITAL SUPPORT OF HUMANITARIAN EDUCATIONAL PROGRAMS**

Sergej I. Kornienko,  
Iliana D. Ismakaeva,  
Anna V. Senina

**Abstract.** In the digital age, digital proficiency is becoming a key literacy of the 21st century, particularly relevant for students in humanities education programs. This article proposes a comprehensive model for integrating digital technologies into humanities education at a university. The methodology relies on case studies and design-based research elements, including analysis of regulatory documents, educational programs, student project results and research, and feedback. The theoretical basis is a competency-based approach, which interprets digital competencies as an integrated set of knowledge, skills, values, and reflection. Based on an analysis of the development of students' digital competencies, as well as different approaches to their assessment in Russia and internationally, the paper demonstrates the emergence of a common methodological approach to measuring digital competencies: from multi-level matrices to standardized assessment tools with a focus on practice and ethics. The focus is on the local ecosystem of programs at HSE University, Perm campus: Data Culture courses, specialized disciplines, project work, the use of AI with ethical declarations, and public presentations of results. The results demonstrate the effectiveness of the model: an increase in the representation of student projects at conferences (up to half of all projects in a student group), the integration of students into real-world

research, interdisciplinary collaborations, and systemic feedback for program adjustments. Students master adapted tools—from no-code visualization to YandexGPT prompting and other generative AI models—to solve professional problems. The resulting competency development model becomes the «digital foundation» for humanities educational programs. This is achieved through the seamless integration of digital solutions into students' academic and research projects and improves the quality of graduate training in line with relevant frameworks (UNESCO, DigCompEdu).

**Keywords:** digital ecosystem, competency-based approach, digital competencies, humanities educational programs, Data Culture, Digital Humanities, artificial intelligence, project activities, case studies.

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**REGULATORY FRAMEWORK FOR SCHOOL EDUCATION IN RUSSIA  
IN THE SECOND HALF OF THE 19TH AND EARLY 20TH CENTURIES: SOCIAL AND PEDAGOGICAL ASPECTS**

Vladislav P. Sorokin

**Abstract.** This article examines the interaction of pedagogical and social factors in the changes in the system of regulatory framework for general education in Russia in the 19th — early 20th centuries. It emphasizes that, despite considerable differences in views on the regulatory framework for general education in the post-reform period, the Russian government and public structures held largely similar views on ways to create a renewed education system in the country while preserving school order and neutralizing the penetration of radicalism into the educational sphere of Russian society.

The article outlines a pedagogically appropriate balance and the potential of the system of regulatory framework for general education in Russia, combining the socio-typical and individual qualities of young students.

**Keywords:** regulatory framework for student behavior, government and society, social ideology as a tool for changing school order, the impact of reforms on the relationships between actors in the education system, and pedagogical forms of implementing regulatory frameworks.

**For citation:** Sorokin V. P. Regulatory Framework for School Education in Russia in the Second Half of the 19th and Early 20th Centuries: Social and Pedagogical Aspects. *Domestic and Foreign Pedagogy*. 2026;2(1):103–112. (In Russ.). doi: 10.24412/2224–0772–2026–113–103–112

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**MODERN TEACHER TRAINING IN CHINA: THE RELATIONSHIP BETWEEN THEORY AND PRACTICE**

Jiang Guangnan,  
Cui Lin,  
Olga V. Gukalenko

**Abstract. Relevance.** The article examines the relationship between theory and practice in the system of training modern teachers in China. *The purpose of the study* is to identify the features and developmental trends of the relationship between theory and practice in teacher education under conditions of educational modernization. *Materials and methods.* On the basis of historical and pedagogical analysis, the author conducts a systematic reflection on the evolution of views regarding the relationship between theory and practice in Chinese teacher education, which makes it possible to identify the transition from the model in which theory guides practice to the concept of integrating theory and practice. *Discussion.* The author presents a comparative analysis of the curricula of six leading pedagogical universities in China, the results of which indicate the existence of a structural

imbalance in the distribution of theoretical and practical components in teacher training, manifested in the insufficient proportion of practice-oriented courses. The article notes that this imbalance to a certain extent hinders the ability of future teachers to effectively transform educational theory into real pedagogical practice. It is also shown that the development of intelligent technologies creates new opportunities for integrating theory and practice by expanding forms of educational practice and modeling learning situations; however, their application is accompanied by risks of technological adaptation, technological dependence, and emerging ethical issues. *Conclusion.* In conclusion, the necessity of systematically enhancing teachers' digital competence and forming a scientifically grounded system of digital teacher training is substantiated as a condition for overcoming the identified imbalances and improving the quality of contemporary education in China.

**Keywords:** relationship between theory and practice; training of modern teachers; China; imbalance; practice-oriented courses; intelligent technologies; integration; digital competence; digital teacher training systems.

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## MENTORING AS A FORM OF PERSONALISED TRAINING FOR FUTURE EDUCATORS: CHINA'S EXPERIENCE

Xu Xiaotong

**Abstract. Relevance.** With the constant increase in the number of students in Chinese universities, the mentorship model has become an important way to ensure a humanistic approach, care for students, promote the development of their professional competencies, and ensure their individual development. The development of mentorship in China contributes to the improvement of the traditional education model and the enhancement of the training level of young teachers. However, there are challenges, risks, and shortcomings. *Methods.* The use of comparative analysis allowed us to identify the specific features of mentorship at different stages of university education. The implementation of the model was systematized using the problem analysis method. *Discussion.* This article discusses the advantages and challenges of implementing a mentorship model for personalized training of future teachers, considering China's experience, and proposes appropriate measures to improve it. A list of practical recommendations has been compiled to address these challenges. *Conclusion.* The author concludes that the mentorship system is characterized by pronounced individualization of the educational process, allowing for the adaptation of training to the intellectual capabilities of students. Personal support for personal growth and targeted training within this model lay the foundation for the formation of highly qualified pedagogical personnel of the new generation, capable of innovative activities. The integration of the mentorship institution into the educational environment acts as a catalyst for the qualitative transformation and modernization of the theoretical foundations and practical approaches in Chinese higher education. At the same time, the implementation of this system requires each Chinese university to develop flexible and variable management algorithms that consider the specific characteristics of each university and are focused on unlocking the potential of students.

**Keywords:** Chinese universities; higher education, mentoring, mentoring model; personalized training; future teachers.

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Alexey S. Plotnikov

**Abstract. Introduction.** Studying the preconditions for modern trends and approaches is perhaps the most important task of science. One of the sources of the emerging gender approach was the philosophy of gender, which experienced a special phase during the Enlightenment. The central theme of this era was the omnipotence of reason. Immanuel Kant's attempt to integrate philosophical and scientific knowledge had a significant impact on the philosophy of gender. Another aspect of this philosophy was the special role of educating people from a rational perspective. As a result of this «integrative approach,» a trend toward the scientific study of gender emerged, which subsequently developed further. **Materials and Methods.** The study of the legacy of this outstanding German philosopher suffers from one-sidedness and criticism from feminists, requiring further reflection. Another shortcoming of the study of Immanuel Kant's legacy is the separation of issues in the philosophy of gender from his general theory of knowledge. This article proposes to examine the methodological significance of Immanuel Kant's philosophical ideas from the perspective of the preconditions for the emerging gender approach. To this end, we propose a reduction of Kant's concept of gender to its foundations, understood as a methodological approach to preserving the unity of knowledge during the transition from one theoretical system to another (from sex to gender). By defining Kant's concept of gender as metaphysical-empirical, we outline the main directions of this consideration in both fundamental and applied meanings. **Results.** The study yielded pedagogical content for the methodological foundations of Kant's philosophy of gender. Epistemological: the separation of the sensory and logical in the study of gender, the existence of three levels of cognition: empirical, rational, and metaphysical. Anthropological: the specifics of anthropological knowledge, what a person can do, taking into account the factor of consciousness. Metaphysical: a priori feelings, a typological approach to the emerging transition from sex to gender, and the possibility of viewing them as idealized objects. **Discussion and Conclusion.** The results of the study provide the basis for constructing a comprehensive gender theory in terms of studying gender diversity and ways of organizing it. These can be used in developing teaching and methodological materials to account for and utilize gender differences in the educational process, designing modules and elective programs introducing gender knowledge into social studies, and revising curricula on the history of pedagogy. This approach allows us to trace the influence of these ideas on the development of scientific knowledge, including pedagogical knowledge.

**Keywords:** prescriptive metaphysics of gender, cognitive metaphysics of gender, scientific study of sexual differences, gender approach in philosophy, essentialism, accidentalism, Kant's metaphysical-empirical concept of gender, pedagogy of gender.

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