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Development of the culturological model of the content of education in the multicultural context of University education

Abstract

In the modern socio-cultural situation of the multicultural world and multinational Russia, the problem of the formation of multicultural competencies of students in the educational process of the university is especially urgent. The main problem of the article is the consideration of the theory and practice of implementing the content of multicultural education for students in the framework of the formation of multicultural competences. The subject of this study is the multicultural educational process of the university. The object of the study is the structured content of multicultural education at the university as a multilevel structural-content construction. Particular attention is paid to procedural characteristics, regional peculiarities and opportunities for the formation of multicultural competencies of students at the university, studying in the direction of training "Psychological and Pedagogical Education".

Methodological grounds are the culturological approach, considered in the context of the content requirements of the competency. Using the method of structural analysis, theoretical and historical pedagogical analysis, the main ways and means of formation of the multicultural competencies of students in the disciplines of substantive preparation of the direction "Psychological and Pedagogical Education" were revealed, which increase the educational motivation of students and ensure the formation of the results of training activities in class.

The main conclusions of the study are the proven opportunities for using the characteristics of multicultural education and structuring the content of multicultural education at the university for the formation of polycultural competencies of students.

Keywords: multiculturalism, multicultural education, multicultural competence, content of education, university.

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Idea of philological analysis of the artistic text in the works of Nikolai M. Shansky and contemporary didactics

The author of the article characterizes the significance of Nikolai M. Shansky for the development of the method of philological analysis of the artistic text, modern technologies of studying and understanding the language of literary work in science and education. The author also reveals the role of teaching attentive reading for the preservation of language and culture, as well as of society and human civilization.

Keywords: Nikolai M. Shansky, philological analysis, artistic text, slow reading, understanding.

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On the cultural grounds for designing the content of the moral education of the future teacher**Abstract****Introduction**

The article poses the problem of revealing the culturological foundations for designing the moral education of the future teacher in the context of achieving the goal of such education – «the formation of the image of the teacher as the creator of good and virtues (the purpose of morality) of students»; The aspects of interrelation of cultural and pedagogical knowledge are revealed; It is shown by what methods the future teacher comprehends the content of ostensive, imperative, axiological forms of culture and the content of the form-principles of culture, thus proceeding along the steps of culture.

Research Methods

The methodological basis for constructing the content of moral education is the ideas of Isaac.Ya. Lerner on the cultural content of education: culture is transferred to the extent that it is included in social experience, the development of elements of which occurs in the process of education and upbringing; Theoretical and methodological basis for designing the content of the moral education of the future teacher is culturology as a science of culture as an experience of the activity necessary for the reproduction of the activity itself through the formation (moral education) of the future teacher.

Results (Findings)

The author revealed that the logic of the moral development of the future teacher in the process of education in general and moral education in particular, ensuring its ascent to culture by its steps, is to follow the logic of cultural forms: illustrative forms of culture → imperative forms of culture → axiological forms of culture → form-principles Culture; It is pointed out that the future teacher, when climbing to the culture according to its levels, again «returns» on a new turn of his moral development to mastering the already enriched in the process of cultural and historical development of society and man or the forms of culture discovered among open artifacts.

Conclusions

The author formulated tasks that required their solution while constructing the content of the moral education of the future teacher.

Keywords: future teacher, moral education, content, culture, form of culture, moral development, logic.

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Public participation in management of education in Mongolia on the basis of the Russian experience

Abstract

The influence of the Russian experience of state and public management of education on development of educational system in Mongolia is analysed in the article. On the basis of studying of documentary sources about formation of an education system of Mongolia, on the basis of scientific approaches to promoting Russian education in Mongolia the set of elements of state and public management of education is revealed. The authors have defined features of public assessment of quality of education in modern educational practice of Mongolia. The need of scientific research of improvement of quality of education on the basis of development of state and public management of education is proved. The results of work of the school are confirmed by positive influence of the Russian technique of state and public management of education on development of educational system in Mongolia. It is revealed that the experience of Russian schools in increasing the objectivity of evaluating the educational system is effectively used in Mongolian schools. The feature of public participation in assessment of quality of education at schools of Mongolia consists in information openness of an education system, existence of public expert community, readiness of parents to participate in assessment procedure of quality of education. Scientific ideas of mechanisms of improvement of quality of education on the basis of development of state and public management of education in the context of the Russian-Mongolian cooperation in the field of education are expanded. The development of the international cooperation in management of education on the basis of advance of the Russian model of social partnership of educational institutes with the public is predicted. The problem of scientific, methodological, organizational and methodical maintenance of the process of approbation of the Russian model of state and public management of education in foreign educational systems is indicated in the paper.

Keywords: Russian-Mongolian interaction in the fields of education, advance of Russian education, state and public management, public assessment of quality of education, social partnership, Mongolian-Russian Joint School.

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Isaac Lerner's ideas in the construction of educational content for sustainable development

Abstract

Problem

The article justifies the urgency of developing the theoretical foundations of a new direction for school education that implements the ideas of sustainable development. The problem is related to the inefficiency of didactics in the selection and design of content that has a futurological, general cultural, integrated, cross-subject nature. It was suggested that it is possible to advance the solution of the posed problem on the basis of an analysis of Isaac Lerner's pedagogical heritage about the selection and design of general education content.

The aim of the study was to conduct a scientific and pedagogical reflection of the I. Lerner's ideas of on the general didactic criteria, principles and factors of content selection for solving the problems of designing education for sustainable development.

Results

It was revealed that the criteria for selecting subject content, proposed by Isaac Lerner, are relevant for education for sustainable development, but their application has features related to ensuring the integrity of its cross-cutting, integrated, general cultural content. The need of working out the principles of selection of the education content reflecting its futurological orientation is based. It is discussed the advisability of singling out the general theoretical core of content in the Concept of general ecological education for sustainable development, which is continuously and successively realized at different levels of education in accordance with the age-specific features of its perception, understanding and comprehension by students.

The conclusion is made about the need to further develop the theory of selection and design of ESD content, taking into account its cross-cutting worldview character, and the necessity of refusing to construct content for sustainable development by means of traditional greening of subjects, since it is aimed primarily at achieving academic, and not personal, results.

Keywords: Isaac Lerner, theory of selection and design of content, education for sustainable development.

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Cognitive-didactic research: analysis of the problem field

Abstract

Interdisciplinary cognitive research in didactics is reviewed as a new research area for educational theory. Neuro-myths are explored. The author presents areas for further research, and focuses on the areas of neurosciences which influence research in didactics (theory of education).

Keywords: didactics (theory of education), cognitive learning, methodology of didactic research.

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Self-education as a pedagogical category

Abstract

It is obvious that Russian society needs people who can quickly adapt to the episodically changing situation in the world, make choices and make decisions. These qualities require a person's constant personal development. This means that the problem of self-education should be considered in a new perspective. The article analyzes the concept of "self-education", and also examines the etymology of the word "self-education". It is presented that self-education should be viewed from three positions: as a person's resource, as a person's activity and as a result. It is proved that the quality of subjectivity is the basis, condition and means of development of self-educational activity. That is why the educational process should focus on developing the quality of subjectivity. From the point of view of the history of pedagogical thought, the development of a particular subject interest in the student is most conducive to this. It is shown that, on the one hand, the educational process will be more successful if it is based on the self-education mechanisms of the student. On the other hand, the mechanisms of self-education are actualized and developed if they are awakened in the external process. At the same time, the ability to self-education is a result that is established after the training. The condition for the formation of the capacity for self-education is reflexion.

Keywords: self-education, subject, education, educational process, reflection, experience, personal experience.

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Modern art education: tradition and current vectors of development

Abstract

The author of the article examines the issues related to the formation, preservation and development of the academic art school of Russia and the classical academic system of three-level art education on the example of educational, scientific and methodological activity of the Russian Academy of Arts. The author focuses on the issues of modern innovative development of education in the field of fine arts, as well as on the role of the Russian Academy of Arts and the role of its President Zurab K. Tsereteli in this process.

Keywords: art academic school, continuing education, training workshops, integration of science and education, creative and performing arts, children's and youth creativity, the system of additional art education.

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Abstract

The specific nature of the team as a special value-orientation, empathic and business association of people is revealed in this article. The criteria for the formation of the team and the competence of intra-command interaction are presented. The approbation of the technology for the formation of this competence in future economists is showed. The logic of tasks-situations that ensure the formation of work experience in the team is described.

A team is not a formal union of people, but the result of the process of team building - a development of an unifying idea, the internal principles of interaction, an establishment of value-orientation unity, a selection of team members, an accumulation of experience in solving problems that are effective without intra-team interaction and a clear distribution of functions among the participants can be solved.

The criteria for the formation of the competence of interaction within the team for bachelors in economics are identified, and the logic of the process of its development is revealed in the paper. The article also defines sequences of situational tasks and training and business games, through which the future specialist must pass in order to master the specialty of an economist. The scale of levels of accomplishment of this quality is elaborated. The elaborated training model defines the general logic of the process of phased formation of this competence, but its application in specific training groups has taken place taking into account the real distribution of students by levels of readiness for teamwork. Therefore, it can be said that the real process was the movement of students along various individual routes that led to the competence of interaction within the team.

The logic of development for this competence is revealed. Also the forming experiment through which the future economist must pass to master this competence is described. In this experiment, the capabilities of the system of situational tasks and educational-business games were tested. The level formation scale for this quality was developed. The model approbation on the material of the general mathematical discipline study by future bachelors is shown.

Keywords: team, team interaction, competence, team work experience, modeling of professional situations.

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Content of education: choice space

Abstract

The author of the article reveals the non-identity of the content of education with the content of education and shows the ways of expanding the space for choosing the content of education. The content was originally given in educational standards, anonymously, universally, statistically, impersonally, received by someone and sometime. The content of training is yet to become. It is personal, intimate, not replicable, it is "here and now" in this training class by these teachers and students. If the content of education is given, then the content of training is formed by the participants in the learning process in the course of approbation of other, their ways out of the uncertain situations. The content of education is built in the dialogue of cultures: a) the student's culture, including his life experience; b) the culture of the teacher, including his professional experience; c) culture, represented in the content of education, and is the product of the co-creation of the teacher and students. The space for choosing the content of education is determined not only from the outside, "from above", but also by the direct participants in the training. In this space, the content of education is transformed into the content of education.

Keywords: content of education, content of teaching, dialogue of cultures, space of choice, experience, humanitarization of the pedagogical process.

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Abstract

The author investigates the ideas of free education in Russia of the turn of the last century and gives a forecast of the relative future ideas of free education (upbringing) in modern Russia. The objectives of the study were: a study of the dynamics of the popularity of ideas of free education in Russia at the beginning of the last century using the method of content analysis; an analysis of the content of the ideas of free education in Russian free schools of the beginning of the last century; formulation of conclusions on the possible future ideas of free education in modern Russia. It is shown that the dynamics of the popularity of the ideas of free education in Russia of the turn of the last century correlates with the dynamics of the society's striving for democratic reforms. Analysis of the ideas that were implemented by free schools in Russia at the beginning of the last century showed that the main goal of education in a free school was the free personality of the child. The basic ideas of free education were formulated as follows: the idea of the conformity of the conditions created for children in the free school to the age of children and the level of their development; the idea of co-creation of teachers, children and parents in the creation and management of free school; the idea of the child's integral development, "the development not only of the mind, but also of the heart and will"; the idea of self-upbringing and self-education as one of the main tasks of free school. The analysis of the modern mass educational practice has shown that at the present time, mainly, all the ideas which are realized, do not correspond to the ideas of free education in Russia of the turn of the last century. Nevertheless, both, before and now, there are teachers for whom the value of raising a child "to freedom" is a priority. That is why the ideas of free education always do have a future.

Keywords: education (upbringing), free education, free schools, the ideas of free education, content analysis.

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Abstract

The author of the article presents the results of research on methods of character educational activities of the teacher. Despite the fact that methods are studied by pedagogical science for a long time, the research community still has not yet developed a clear understanding of them. The purpose of this article is to review the methods of character educational activity of the teacher through the prism of communication. The view will help to clarify the question of «what is the method of character education? » and «what is the mechanism of its action». The study is based on the foundations of the structuralist and poststructuralist methodology that allows considering cultural phenomena as the phenomena of communication. The main research method was a structural analysis of character educational activities of recognized masters of the past as well as modern teachers. The monographic descriptions of own teaching practices were used for the analysis. In addition, we used a method of introspection and participant observation. In the article, the character educational activity of a teacher is seen as a communicative activity that connects at least two subjects that contact by means of a certain language about certain values and senses. In this context, methods of character education are considered as means of implementation of pedagogical communication aimed at the developing of the child's personality. At the same time, it is proposed to avoid the mechanistic perception of communication as the transmission of information from the addressee to the addressee. The article shows how the method of character education starts the processes of the child's signification and comprehension of the reality surrounding him under the coordination with the teacher, how the values and senses grown from the mind of the child push him to acquire socially significant knowledge, develop his socially significant relations, accumulate experience of social implementation meaningful actions.

Keywords: character education, character educational activity of the teacher, methods of character educational activity of the teacher, communication, message, value, sense.

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Some aspects of interdisciplinary research in the sphere of education

The article deals with the problem of interdisciplinary research organizing. On the basis of Western scientific and pedagogical sources Tagunova I.A. revealed the main problems of interdisciplinary research organizing, characterized the main ways to solve them and defined the methodological approaches to the organization of interdisciplinary research. The article identifies the specifics of the scientific and organizational support for interdisciplinary research, identifies the factors and conditions for their effective conduct, and identifies typical models of interdisciplinary research. Based on a large number of sources in which scholars of Western

countries offer different approaches to the organization of interdisciplinary studies Tagunova I. A. singled out and characterized the basic principles of the organization of interdisciplinary research. The article also shows the role of interdisciplinary research in the system of Western education.

Keywords: interdisciplinary research, projects, organization, methodology, principles, conditions, factors, western countries.