

**Otechestvennaya i Zarubezhnaya Pedagogika**  
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**Modern Historical and Pedagogical Education in Russia**

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**Annotation**

The article proves scientifically the necessity of studying the "History of Pedagogy" subject, that will allow the future professional pedagogues to form their scientific views and systems of appraisals and estimations. The article reveals a powerful didactic and educational potential of the "History of Pedagogy" subject for the professional and educative training of future teachers, and all those working in the system of Public education.

**Keywords:** professional competence, cumulative function, scientific objective character of knowledge, inter-subject links, pedagogical culture, method of investigation, continuous education, professional duty.

**Contemporary Accents of Historical and Pedagogical Training of Future Professionals in the Sphere of Education**

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**Annotation**

The contemporary approaches to teaching the "History of Pedagogy and Education" course, which is significant for the formation of the professional-pedagogical competence of future teachers are considered in the article. The use of active learning methods and student involvement in the problems of the course allows to form the methods of critical analysis in historical-comparative context and allows to develop the skills of effective communication.

**Keywords:** cultural-historical approach, student involvement, active learning methods, the formation of professional and personality skills.

## **Problems of the “History of Education” Subject in Preparation for Scientific-Pedagogical Activity**

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### **Annotation**

The position that at present stage the subject of pedagogy is increasingly determined by the pedagogical reality, which exists in the form of pedagogical phenomena, events, processes, occurrences is substantiated in the article. The consideration of pedagogical reality as part of the historical process (present, modern and future to some extent) opens wide prospects for pithy rethinking of the main approaches to understanding the history of pedagogy, each of which reveals one or another aspect of its subject.

**Keywords:** anthropological discourse, historical and pedagogical process, history of pedagogy, history of pedagogical culture, pedagogical reality, pedagogical tradition.

## **Upbringing Potential of Teaching the “History of Pedagogy” Subject**

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### **Annotation**

The methodological aspects of teaching the History of Pedagogy in Higher Education Institutions with a focus on upbringing potential of the course content and the use of forms and methods of training are presented in the article.

**Keywords:** upbringing potential, History of Pedagogy, teaching History of Pedagogy, principals of teaching History of Pedagogy, personality independence in evaluation of historical and pedagogical ideas and concepts, non-standard ways of training

**Increasing Students’ Motivation to Studying the History of Pedagogy**

## **as an Important Problem of Contemporary Teacher Education**

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### **Annotation**

General approaches to increasing student motivation and interest to studying historical-pedagogical courses are under discussion. New interpretation of historical-pedagogical data related to the development of pedagogy in the first third part of the 20<sup>th</sup> century are presented.

**Keywords:** History of Pedagogy, historical self-awareness, historical-pedagogical component, teacher education, motivation of students, the Pedagogy of the first third part of the 20<sup>th</sup> century, experimental pedagogy.

## **Andragogical Principles of Teaching History of Pedagogy in the System of Postgraduate Pedagogical Education**

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### **Annotation**

The specificity of teaching the History of Pedagogy and Education in the system of postgraduate education of teachers based on andragogical principles is revealed in the article.

**Keywords:** postgraduate pedagogical education, History of Pedagogy as a training and scientific discipline, contemporary Russian teacher, andragogical principles.

## **Correction of Traditional Views on the Mastering the Heritage of Yan Amos Komensky (Jan Amos Comenius) on the Problem of Pedagogical Principles**

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### **Annotation**

The necessity of correction of the traditional approach to the mastering the heritage of Jan Amos Komensky (Jan Amos Comenius) on the problem of pedagogical principles from the standpoint of his works (“Analytical Didactics”, fragments of “General Consultation on the Reform of Human Affairs” and others) entered into scientific turn of domestic teachers is substantiated in the article. The author focuses on the evolution of pedagogical ideas of Jan A. Comenius and on his proposed complex classification of didactic art principles, heuristic potential of which has not been exhausted yet.

**Keywords:** principle, rule, basis, basic foundation, law, idea, classification of didactic art principles, evolution of views of Jan Comenius on didactic art.

### **School of Lawyers in the Domestic Pedagogical Thought of the XIX Century**

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### **Annotation**

The views of lecturers of the Faculty of Law of the Moscow State University, for whom the interrelation of moral norms and juridical law has always been the subject of rapt attention are revealed in the article. Among legal scholars, whose ideas and judgments subsequently enriched pedagogical theory were Pyotr G. Redkin and Konstantin D. Ushinskiy. Throughout the XIX century the problem of the bases on which the Russian national education system must be built was one of the leading in the public thought.

**Keywords:** pedagogy of Post-Reform Russia, moral law and juridical law relationship, Views of Russian lawyers on the education system, traditions, innovations and modernization in education.

## **Theoretical and Methodological Bases of Historical and Pedagogical Cognition of Educational Policy in Russia**

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### **Annotation**

The understanding of essence of the “Educational Policy” concept as theoretical and methodological bases of historical and pedagogical cognition of this phenomenon in Russia in the second half of the XIX – the beginning of the XX century is presented in the article. The allocated components and features of educational policy allow to instrumentally trace its development in the historical and pedagogical retrospective.

**Keywords:** educational policy, components and features of educational policy, historical and pedagogical cognition.

## **Study of the Experience of Polytechnic Education in the Historical and Pedagogical Discipline**

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### **Annotation**

The different approaches to the study of historical and pedagogical disciplines are presented and the possibilities of using of the experience of polytechnic education are considered in the article.

**Keywords:** methodology of study of historical and pedagogical disciplines, experience of polytechnic education, polytechnic principle

## **Philosophical and Methodological Principles that Underlie Decision Making in Education**

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### **Annotation**

The article describes a process of preparation and decision making by means of modified method of ascent from the abstract to the concrete. We have marked the stages in the process of decision making for classical, non-classical, and post-non-classical methodologies. Further, we have developed competence-based decision making models, including a corresponding “roadmap”. Besides, we have attempted to reveal decision making features specific to the educational sphere. Lastly, we propose a model of educational processes to successfully address challenges facing current education.

**Keywords:** decision, decision making, types of decision making, challenge, cognitive and competence-based models, subjects, environment, activity, education, roadmap.

### **Quantitative and Qualitative Researches in Educational Evaluation**

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The problems of quantitative and qualitative data integration in evaluation are presented. Some scales for measurements of various levels are discussed. The conditions of data gathering at quantitative level of measurement are considered. The conditions, which are compelling to address to qualitative scales in evaluation are formulated. The approaches for assessment with the qualitative data for the purpose of their correct interpretation during the evaluation carrying out in education are offered.

**Keywords:** quantitative measurements, qualitative measurements, evaluation, ordinal scale, nominal scale, interval scale, the mixed methodology of evaluation, data coding.

### **Training of Graduates with a Professional Certificate – a Guarantee**

## **of Employment**

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### **Annotation**

The issues of working out the mechanism for integrating the interests of business, education, employee, state and represented by the regional system of qualifications with the issuance of professional certification are considered in the article.

**Keywords:** innovation activity, Regional Center of Certification, evaluation of qualification, regional system of qualifications development, professional certificate.

## **Perception of Tradition in Collective Pedagogical Consciousness**

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### **Annotation**

The issues of assurance of unity of education and self-education, upbringing and self-upbringing, pedagogical conditions for their implementation in the preparation of competitive specialists demanded by the labor market are considered in the article.

**Keywords:** upbringing and self-upbringing, innovative transformation, factors of innovation environment, pedagogical diagnostics, portfolio of achievements.