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THE NATURE OF EDUCATIONAL INNOVATION

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ACTIVITY OF FEDERAL SITES FOR TRAINING ON MODERNIZATION OF TECHNOLOGIES AND CONTENT OF TRAINING: PROBLEMS AND PROSPECTS

The article deals with mechanisms of modernization of the general education system by the example of one of the directions for implementation of the Federal Target Program for the Development of Education for 2016–2020. The authors, analyzing the results of their activities, focus not only on achievements, but also on problems in the activities of federal sites for internships.

Keywords: regional educational systems, federal traineeships, modernization of content and technology of training, software-project method, system of professional development of teaching staff, training and methodological associations in general education, information and library centers, professional and pedagogical communities, concepts for the modernization of subjects (subject areas).

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COMPARATIVE EDUCATION IN THE CONTEXT OF CONCEPTS AND APPROACHES OF MODERN SCIENCE

The modern state of comparative research in the context of its reconceptualization is characterized in the article. Tagunova I. A. analyzes different points of view on the rethinking of the basic concepts and approaches of Comparative Education research. Such concepts as “time”, “space”, “transformation”, “transition”, “transitology”, “borrowing” and many others are considered in the article. Tagunova I. A. also analyzes the modern approaches to Comparative Education studies, based on new ideas about the context of her research and ways of interpreting the data of this field of knowledge. The article is aimed at examining the modern system of views of comparativists on the possibility of transforming the scientific field of Comparative Education. Comparativists rejected the hegemony of the historical approach and directed their efforts to raising the scientific level of Comparative Education through its active appeal to data and methods of social science. At the present stage the theorists of this field of knowledge have turned to the comprehension of their own system of knowledge, they have examined the possibilities of qualitative research

methods using, they have changed approaches to the interpretation of comparative study data and have revised some of its basic concepts. The article is divided into several subsections. Among them: the introduction, the substantiation of the problem, the content block (“Objects of Reconceptualization in Comparative Studies”, “New Thinking in Comparative Education” and “New Approaches to Interpretation in Comparative Studies”) and Conclusion.

Keywords: Comparative Education, reconceptualization, theory, methodology, interpretation, context, globalization, space, time, borrowings.

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RANKING AS AN INSTRUMENT FOR EDUCATION QUALITY ENHANCEMENT IN THE UNIVERSITY

In the efforts to improve the quality of education, the university needs using not only internal information in order to be able to make the necessary decisions in university management, but also rely on objective statistics and the results of interviews of stakeholders and experts in the field of education. Thus, one of the instruments for the education quality enhancement is the rankings. However, this is not the only role of rankings in education, in the conditions that they include not only statistical data, but more complex criteria, for example, the opinion of leading scientists, or taking into account the ideas about the outcomes of their training of graduates, the rankings allow formulating strategic goals for the further development of the university, and in a broader sense — to set the vector of the development of the educational space as a whole. The authors carry out a comparative analysis of the dynamics of changes in the indicators of the three most famous world university rankings in order to identify strategies for improving the quality of education. By the example of one of the parameters, the article demonstrates the relationship between the quality of education and the position of the university in the ranking.

Keywords: ranking, quality of education, university-level education, educational space, post-industrial society.

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PLACE OF THE “NATURAL SCIENCE 5–6” INTEGRATED COURSE IN THE SYSTEM OF SCHOOL NATURAL SCIENCE EDUCATION: RUSSIAN AND FOREIGN EXPERIENCE

The article discusses the role of the “Natural Science” integrated subject for grades 5–6 in the school system for natural science education. The approaches to the selection of the content of natural science courses of 5–6 classes in a number of countries and requirements for the performance of students of these classes in the natural science disciplines are discussed in the paper. There is a mismatch of international requirements, including the requirements of a comparative study of TIMSS, the modern content of “Biology” and “Geography” subjects in the Russian Federation, solely representing science education in grades 5–6. The article traces the history of the creation of integrated natural science courses in Russia and the USSR, as well as analyzes the development of different versions of the “Natural Science” course of the 1980s and 1990s in the Soviet Union and Russian Federation. The paper discusses the objectives and the principles of the “Natural Science 5–6” modern course for Russian schools and the necessity of its return to the list of compulsory subjects. The types of activities that must be formed in the study of natural science and demands to the methodical means of teaching the subject are defined. In the conclusion of the article the role of the “Natural Science 5–6” integrated course in the formation of scientific literacy is determined.

Keywords: the “Natural Science” integrated course, natural science education, requirements to results of education, scientific literacy, Russian and foreign experience.

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METHODOLOGICAL SUPPORT AND ORGANIZATION OF INTERDISCIPLINARY RESEARCHES IN THE FIELD OF EDUCATION IN MODERN FRANCE

Introduction. At present, in France special attention is paid to social and educational inclusion, and the vast majority of interdisciplinary research in the field of education is related to the problems of education, adaptation, training and access to education for the most vulnerable groups: disabled people, immigrants, people of the third age etc. The studies are conducted in the form of projects and are characterized by close interaction between the private and public sectors. This concerns both organization and financing of interdisciplinary projects. In this context, an interdisciplinary approach to research in the field of education has its own methodological, theoretical and technological support which is represented by the example of projects carried out on the basis of the INS HEA Research Institute for Invalidity Problems and the University of Montpellier I.

Purpose of the article: to present the experience of France in the field of organization, methodological support and financing of interdisciplinary research in the field of inclusive education.

Methods: system-structural analysis, work with documents, generalization, interpretation.

Results. The article outlines the main directions of interdisciplinary research in the field of inclusive education. The organizational, theoretical and methodological approaches to conducting interdisciplinary projects, as well as the main channels for their financing are identified and formulated in the paper.

Conclusions. The modern organization of research in education in France fits into the framework of the strategic program on science, technology and innovation and is associated with the need to improve the efficiency of research and development and the participation of specialists and practitioners of all related fields of knowledge in the research process. In the process of research, traditional and innovative methods are used., as well as developments in related social and humanitarian disciplines. The synthesis of methods and developments of related social and humanitarian disciplines takes place.

Keywords: research in the field of inclusive education, interdisciplinary project, research methodology, traditional and innovative research methods, ecological and dynamic approaches.

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RESEARCH OF PARENT INVOLVEMENT IN RUSSIA AND ABROAD

Parent involvement is understood as parents' participation in children's academic development and education, including parenting educational practices, beliefs and motivational attitudes. This review is aimed at three goals. First, to track the interrelations between educational trends and changes in research questions in parent involvement studies based on the history of parent involvement studies in the USA. Second, to show main concepts, results, models and trends in parent involvement research. Third, to present the state of art in Russian parent involvement research literature. The importance of parent involvement research in Russia has been supported by both educational policies, and by active position of students' parents who want to know for sure what amount of their involvement is beneficial for their children.

Keywords: parent involvement, family and school, home involvement, school involvement.

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INTERNATIONALIZATION IN PEDAGOGICAL EDUCATION: MASTER PROGRAM OF SHANGHAI COOPERATION ORGANIZATION UNIVERSITY

Scientific interest in this subject is caused by the intensification of internationalization and integration in modern education. The Internationalization is positioned as an important part of educational policy in the modern world and assumes not only individual academic mobility and integration of the international dimension into educational programs, but also institutional partnership. The analysis of such partnership within the activity of the Shanghai Cooperation Organization University (SCO University) is presented in the article. Theoretical research is supported with empirical procedure. The authors analyze in comparative perspective modern standards and legal documents regulating the implementation of SCO University educational programs; summarize the experience of partner higher education institutions; interview master

students studying in Peoples' Friendship University of Russia. Main attention is focused on master programs of "Pedagogy" direction; joint master programs on pedagogy are considered as the form of internationalization of pedagogical education. The authors emphasize its contribution to the training of teachers capable to carry out professional activity in multicultural environment, to conduct scientific research and to develop professionally in the international context. The research highlights some urgent problems concerning the implementation of the joint master program of "Pedagogy" direction within SCO University. The authors argue that under current situation the comparative research works are relevant, it is important to analyze national specifics and the priority directions of educational policy in the partner countries in order to solve effectively emerging problems and develop international cooperation.

Keywords: internationalization, higher education, pedagogy, common education space, Shanghai Cooperation Organization University.

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DISCIPLINE CONTENT "MUSICAL CULTURE" IN THE COURSE OF THE BASIC SCHOOL OF SERBIA

CONTENT OF THE "MUSICAL CULTURE" DISCIPLINE IN THE COURSE OF THE BASIC SCHOOL OF SERBIA

The article deals with the content of the "Musical Culture" discipline, which is the basis of musical education and education of students in the main school of Serbia. The goals and tasks of the discipline are characterized in the paper. Forms of active musical activity of students, used both in music classes and in the optional course of elective classes (choral performance and orchestral music, various additional music sections) are considered.

Keywords: musical education, musical culture, national traditions, active musical activity, orchestral music making.

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NEW STAGE OF ENVIRONMENTAL EDUCATION: GENERAL CULTURAL DEVELOPMENT OF THE INDIVIDUAL

The article is devoted to the achievements of Russian pedagogy in integrating the ideas of sustainable development into the content of school subjects based on greening education. The subject of the study is the types of greening education, the ways of their implementation and the learning outcomes achieved. Studies have identified four types of greening. School subjects' greening involves the inclusion of environmental material in its content. It is subordinate to the tasks of the school academic disciplines and is aimed at achieving the standard requirements to learning outcomes. Multi-discipline greening means the achievement of school discipline objectives with knowledge and methods from related disciplines. Inter-discipline greening means the formation of knowledge and skills by one or more school disciplines, and then using it by all

disciplines (the way of meaningful synthesis). It is aimed at achieving the requirements for interdiscipline outcomes. Transdisciplinary greening is greening "from above" to achieve personal outcomes. It is realized by conceptualizing and axiom worldview ideas of general ecological education, which are included in the content of integrated learning disciplines. Trans-subject greening is based on the results of interdiscipline greening and allows identifying the meaning of sustainable development ideas in the content of school subjects. The author proves the role of trans-subject greening in ensuring the semantic integrity of the ecological contents of different school subjects based on the ideas of sustainable development. The model of system integration of sustainable development ideas into the content of education is proposed.

Keywords: General education, greening education, general cultural development of the individual, sustainable development.

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ON THE CULTURAL ORIENTATION OF ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT

The article considers the ongoing evolution of the object of studying general ecological education, namely, beginning with the study of connections and relations in natural communities mediated by both natural and anthropogenic processes, and ending with connections and relations in the system "man — society — nature", taking into account the cultural Human experience in solving past ecological problems for future use in the interests of sustainable development. The problem of the connection between general ecological education and ecological culture is considered methodologically in the paper. A lot of psychological and pedagogical studies (Dzyatkovskaya E. N., Mamedov N. M., Moiseyev N. N., Tagirov E. R., and others) are devoted to the mentioned problem. The ecological education is understood as a process and means of forming an individual ecological culture, and ecological culture as a result of ecological education. Culture as a source, means, space for the development of ecological education, is the aspect of interrelation between education and culture. The results of the research show that the culturological aspect of environmental education (taking into account the positions of general education) implies the obligatory conjunction with the experience of their "cultivation" in the process of assimilating the acquired knowledge by the students (from the teacher or independently). Conjugation occurs through repetition at the level of actions following the pattern of the model, as creative project activity and an emotional and evaluative response to the work done, its importance for further personality growth. The analysis of the interrelationships between education and culture helps teachers to understand the process of shaping the culture of managing the student's personal development, promotes a deeper understanding of the overall cultural function of environmental education, and the transition from its declaration to the development of technological methods of implementation.

Keywords: the education for the good of sustainable development, ecological education, Cultural studies, sustainability, education management, federal state educational standards.

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PROBLEM OF INTEGRATION OF SUBJECTS ON THE BASIS OF "GREEN AXIOMS"

The article presents the results of subject greening studies on the basis of worldview ideas of sustainable development. It is concluded that the "Green Axioms" as a metaphorical thought-image of ecological imperative allow us to identify the values of sustainable development in different educational subjects and to formulate the principles of action for sustainable development.

Keywords: ecological education for sustainable development, metaphorical model, "Green Axiom", metaphor.

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DIDACTIC BASIS FOR FORMATION OF NATURAL-SCIENCE LITERACY

The article discusses a didactic version of science literacy as an integrative concept and type of the school educational standards. The characteristics of natural-science literacy from didactic positions are given and the basic function of natural science literacy in ensuring systematic and continuity of the implementation of the tasks of natural science education is proved in the paper.

Keywords: educational standard, natural-science literacy, natural-science levels, the structure of scientific knowledge, cognitive function of scientific knowledge, scientific method, values.

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TECHNIQUE OF USE OF THE PRESENTATION AT A LECTURE IN A HIGHER EDUCATION INSTITUTION: MODERN DISCOURSE

Today, multimedia presentation is a widespread means of intensifying the educational process. This type of presentation of the teaching material is used very actively at lecture classes in higher education institutions. Therefore, it is extremely important to analyze the pedagogical and psychological patterns of the perception of presentation by students. The subject of our consideration is a modern view of the problem. The analysis of the scientific literature concerning the methodology for the use of presentations in education, including in comparison with similar Western studies is given in the article. The results of this work reveal the following trends: modern

Russian scientists positively assess the role of presentation in the class as a whole. It should be noted that the number of theoretical investigations much more empirical work. Most of the authors refer to surveys of students, rather than to assess the effectiveness of the presentations by the test of knowledge. At the same time, the analysis also leads us to the conclusion that there is a certain reassessment in the given discourse of the possibilities and effectiveness of using presentations at the lecture. Studies of foreign researchers do not represent such an unambiguous situation. In these studies, a large number of empirical data, as well as criticism of the presentation as a methodical technique, are characteristic. Another trend is the lack of clearly defined guidelines. Here, both the contradictions of the recommendations and existence of instructions, which are not coordinated with the leading principles of pedagogy, psychology, and sanitary and epidemiological requirements, are revealed. The parallel of the widespread introduction of presentations and active use of film and video equipment in the Western-style school of the 1960s, which later lost its relevance, has been traced. As a result, it becomes obvious that the presentation as an educational method remains insufficiently studied.

Keywords: multimedia presentation, clarity, higher education, humanitarian education.