

**Primary school: yesterday, today, tomorrow...**

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**Abstract**

The author of the article highlights the stages of the formation of the scientific activity of the Centre of Primary Education for 95 years of its existence. The author analyzes the activities of the Centre, which at the beginning of its existence was a sector, and then a laboratory of primary education. The author gives a description of the pre-war, post-war periods of the laboratory's activity, reveals the goals, the content of scientific research of employees, and also represents the practical orientation of their activities. Particular attention is paid to the last decades of the 20<sup>th</sup> Century, when the educational system underwent significant changes, especially the introduction of training from six years. The author reveals the results of the department at the beginning of the 21<sup>st</sup> Century, namely: the creation of the concept of primary education, the substantiation of approaches to the selection of the content of the modern schoolchild's training, and also the design of the means of instruction in the primary school.

**Keywords:** primary education, research activity, methodical training system, personalities of scientists-methodologists.

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### **Abstract**

The article describes the history of the Centre of Philological Education Institute for Strategy of Education Development of the Russian Academy of Education, in particular, the part related to the problems of teaching Russian language in school. The authors reveal the basic directions of current scientific researches of the Centre. The foundations of Russian lingua-didactics and methodology of teaching Russian as a native language and as a non-native language were laid by the works of the famous methodologists of the middle of the 20<sup>th</sup> Century and the beginning of the 21<sup>st</sup> Century. Today such work is conducted by the team of the Centre for Philological Education in the vein of the scientific school of Academician N.M. Shansky.

**Keywords:** philological education, methodology of teaching Russian language, lingua-didactics, contents and methods of education, scientific school created by Academician N.M. Shansky.

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### **Scientific activity of the Laboratory of Didactics of Foreign Languages of the Institute for the Content and Methods of Education as a reflection of the development of Russian methodology of foreign language education**

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### **Abstract**

The author of the article considers important aspects of the scientific activity of the Laboratory of Didactics of Foreign Languages, which influenced the development of the Russian methodology of foreign language education. The author also provides information on scientists who have made the most significant contribution to the work of the laboratory.

### **School of Dialogue of Cultures: achievements and prospects**

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### **Abstract**

The article discusses the history of the formation and development of literary education in ethnic school – the school of the dialogue of cultures. The key questions of the methodology of teaching literature in foreign-language and foreign-culture environment, which form the basis of the concept of literary education in ethnic schools developed under the leadership of Pr. M.V. Cherkezova, are highlighted in the paper. The successful introduction of the educational and methodical complex on literature (under the editorship of M. V. Cherkezova) into the practice of the school of dialogue of cultures is the main result of theoretical studies. The staff of the Centre of Philological Education of the Institute for Strategy of Education Development took part in the creation of a training and methodological complex on literature. Prospects for further research on the problems of teaching Russian literature as a non-native in the conditions of the contemporary educational environment are determined by the need to search for ways of interconnected formation of the subject and meta-subject competencies of pupils of the national school. Among such competences, the reading and general cultural competence, as well as the development of intercultural dialogue skills, are brought to the forefront.

**Keywords:** ethnic school, dialogue of cultures, teaching literature in foreign-language and foreign-culture environment, subject and meta-subject competence.

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**Teaching methodology of Literature**

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**Abstract**

The laboratory of literature accumulated highly qualified specialists in teaching literature that produced most effective ideas in reading pedagogy. They directed the research along the wide front of research topics: from commented reading towards students' creativity. The educational research is effective when it keeps closed ties with the practical teaching. Heading from literature to the students is the only right way for the methodology of teaching literature.

**Keywords:** methods of teaching literature, textbooks, “readers-centricity”, classical literature, modern literature, children creativity.

**Laboratory of the methodology of teaching the “History” discipline: from the 20<sup>th</sup> to the 21<sup>st</sup> Century**

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**Abstract**

The author of the article describes the stages and the main directions of activities of the Laboratory for Methods of Teaching History of the Institute of Content and Methods of Teaching of the Russian Academy of Education in the second half of the 20<sup>th</sup> Century and beginning of the 21<sup>st</sup> Century. The author of this article is a historian, and for this reason the features of time and the social context of this period in which the activities connected with the teaching of history took place attract her attention. Also her attention is drawn to the personalities of those people who to a large

extent laid the foundations of the didactics of this discipline in the second half of the 20<sup>th</sup> Century. The author made an attempt to trace the connection and the renewal of generations of teachers engaged in the traditional and at the same time changing the "History" discipline.

**Keywords:** methods of teaching history, correlation of academic science and pedagogy, school history textbooks, development of cognitive activity of students in the study of history.

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**How the modern school discipline "Social Studies" was created**

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**Abstract**

The authors of the article characterize the contribution of the staff of the Laboratory of Didactics of the Social Studies of the Institute of the Content and Methods of Training of the Russian Academy of Education to the formation of a modern school social science education. The authors show the main stages of the development and practical implementation of the educational and methodological complex (edited by LN Bogolyubov), which remains the most in demand in the school today. The authors pay special attention to the initial period of work on the creation of this course. In the process of creating the course, intensive searches for new principles of constructing discipline were conducted, and the authors of the article show the difficulties and achievements along this path. The article examines the role of Laboratory staff in the identification of approaches to the standardized verification of the level of preparation of students in the "Social Studies" discipline, as well as in the development and further improvement of the control and measuring materials of the Basic State Exam and the Unified State Exam in Social Studies.

**Keywords:** school social science, educational-methodical complex, history of the academic subject, methodology of social studies, teaching content, teaching methods, social studies textbook, final certification.

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**Laboratory of Geography teaching on the path of formation and development of methodical ideas**

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**Abstract**

The author of the article analyzes the contribution of the staff of the laboratory of Geography teaching in the development of scientific and methodological ideas, which are the basis of the modern concept of the academic discipline. The author defines the leading directions of the laboratory at different historical stages of development of our society.

**Keywords:** concept, methodology of teaching geography, educational standards, content of education, teaching methods, integrated courses, extracurriculars, textbooks, methodical manuals.

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**Teaching discipline "Chemistry" in the school and its creators: the second half of the 20<sup>th</sup> Century and the first decade of the 21<sup>st</sup> Century**

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**Abstract**

The author of the article gives a description of the main directions of research conducted by the scientific teams of the Chemistry Laboratory of the Institute for Methods of Teaching of the Academy of Pedagogical Sciences of the Russian Soviet Federative Socialist Republic. Then the Laboratory was renamed into the Chemistry Teaching Laboratory of the Institute for Means and Methods of Teaching of the Academy of Pedagogical Sciences of the USSR, and after that - the Laboratory of Chemistry Didactics of the Institute for Means and Methods of Teaching of the Russian Academy of Education. The author pays most attention to the results of studies related to the problems of improving the system of basic general and secondary general chemical education in the Russian school. Such problems are the following: the ratio of general and polytechnical education; differential chemistry training; improving the content and structure of the school chemistry course; improving the system of methods of teaching chemistry; the content and structure of the teaching and methodological complex in chemistry; improving the quality of chemical education in accordance with the requirements of the educational standard. The author highlights the contribution of well-known methodologists in the "Chemistry" discipline in solving the above problems.

**Keywords:** systematic course of chemistry, content of school chemical education, general and polytechnical education, standard programmes in chemistry, educational and methodological kit for chemistry, concept of chemical education, methodical system of work of the teacher of chemistry, state educational standard.

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**Physical and astronomical education in the USSR and in the Russian Federation**

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## **Abstract**

The authors consider the stages of creating a system of physical and astronomical education, which are the development of the content of education, the introduction of a demonstration and laboratory experiment, the physical workshop. The authors draw attention to the creation of educational and methodological literature on specific problems of teaching, the methodology of teaching by sections of programmes, the implementation of the polytechnic principle in teaching, research on pedagogy, didactics and psychology. The authors analyze the contribution of methodologists to creating educational and methodological manuals for optional courses, schools and classes with in-depth study of physics. The article traces the history of the creation of teaching and methodological kits for primary and secondary schools, as well as the experience of developing various versions of kits. The authors draw attention to various aspects of diagnostics of students' learning achievements, to create a modern system of demonstration equipment based on the principle of the integrated use of analog, digital and computer equipment.

**Keywords:** educational content, teaching methods, system-activity approach, scientific method of cognition.

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## **History of the development of the methods of teaching biology in the system of general secondary education**

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## **Abstract**

The authors of the article consider the main milestones in the formation and development of biological education, as well as the contribution of the Department of the Scientific Pedagogical Institute of Methods of School Work to the development of the methodology of teaching biology. On the basis of the Department of the Scientific Pedagogical Institute of Methods of School Work, the Institute for the Content and Methods of Education of the Academy of Pedagogical Sciences of the Russian Soviet Federative Socialist Republic was established. In 2014, as a result of merger of several institutes of the Russian Academy of Education, the Institute for the Content and Methods of Education became part of the Institute for the Strategy of Education Development of the Russian Academy of Education.

**Keywords:** history of the methodology of teaching biology, content and development of natural science education, programmes and teaching methods, private methods of teaching biology, concept of biological education, methodological problems of cognition, federal component of the state educational standard, Federal State Educational Standard, updating the content and methods of teaching biology.

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## **Content of the "Mathematics" discipline in the unity of the components of culture and personality structure**

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### **Abstract**

This year marks the 95th anniversary of the founding of the Institute of Content and Methods of Education of the Academy of Pedagogical Sciences of the Russian Soviet Federative Socialist Republic. In 2014, as a result of the merger of several institutes of the Russian Academy of Education, the Institute for the Content and Methods of Education became part of the Institute for the Strategy of Education Development of the Russian Academy of Education. Since 2008, the Centre of Theory and Methodology of Teaching Mathematics and Informatics disciplines is conducting fundamental research on updating the content of school mathematics education. These studies were related to the introduction of Federal State Educational Standards for general education. The author presents the results of studying the contribution of school mathematical education to human culture in general and to the development of the personality of a particular student. The author presents approaches to the selection of theoretical models for describing the phenomenon of culture and personality structure, analyzes the content of the "Mathematics" discipline. The study revealed the following:

- various cultural features of the theoretical and applied components in the content of school mathematics;
- discrepancy of ideas and methods of school mathematics with the tendencies of mathematization of various spheres of life and activity in the modern world;
- unilateralism of the traditional view of the dominance of the cognitive component of culture in the "Mathematics" discipline and the expediency of supplementing it with an equivalent ethical component;
- unjustified tendency to expand the nomenclature of the concepts of school mathematics because of its negative influence on the development of mathematical abilities in a large part of schoolchildren.

The author draws the following conclusions:

- on the need to harmonize the ideas and methods of school mathematics with new scientific approaches, oriented towards the use of information technologies;
- on the possible correlation between the ethical component in the content of school mathematics education and the application of mathematics in the modern understanding of mathematical literacy;
- on the timeliness of updating and harmonizing the conceptual apparatus of school mathematics within each discipline of the mathematical cycle and with other educational disciplines in connection with the requirements of a competence approach to the educational results of schoolchildren;
- on the legitimacy of distinguishing between components of theoretical and applied orientation in the content of school mathematics and the use of their differences for the selection of strategies for the development of interest in the mathematics of children with different mathematical abilities;
- on the relevance of conducting relevant scientific and pedagogical studies.



**Keywords:** Federal State Educational Standards, content of school mathematical education, cognitive culture, ethical culture, personality structure, mathematical abilities, interest in mathematics, self-development of personality.

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**Methodical searches and scientific decisions of the founders of the "Instrumental Didactics" direction**

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**Abstract**

The authors of the article consider the achievements and results of the activity of scientists and methodologists, who are engaged in the creation of learning tools and the development of methods for their use. The authors identify the main areas of research, characterize the most important results of these studies and their contribution to pedagogical practice. The article defines the strategy for further development of the information and educational environment.

**Keywords:** school equipment; learning tools; instrumental didactics; didactics and methods of school equipment; complexes of learning tools; cabinet system.

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