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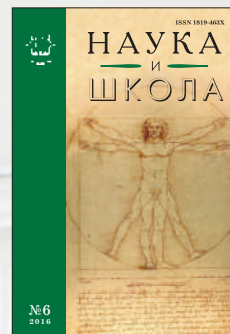


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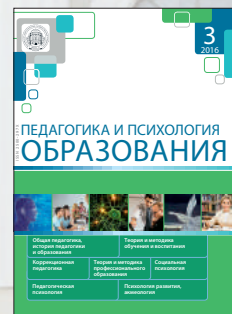
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Irina M. Osmolovskaya

LYUDMILA YA. ZORINA — A WONDERFUL SCHOLAR AND TEACHER: DEDICATED TO THE 90TH ANNIVERSARY

The paper highlights the scientific and personal aspects of Ludmila Ya. Zorina. It shows main ideas: the didactic foundations of the formation of the systemic knowledge of schoolchildren; the justification of the model and the classification of subjects according to the leading component of the content of education. It reveals possibilities of these ideas in the increment of modern didactic knowledge also.

Keywords: *educational content, systematic knowledge, model of the school subject, classification, scientific theory.*

Vladislav V. Serikov

CATEGORY OF SYSTEMATICS IN DIDACTICS: TO THE DEVELOPMENT OF IDEAS OF LYUDMILA YA. ZORINA

The article presents a modern understanding of the creative heritage of the famous Russian scientist and teacher Ludmila Ya. Zorina, her contribution to the theory and practice of the content of natural science education, to the development of didactic principles of the systematic and conscientiousness of the doctrine, to substantiate the approaches to the method of assimilating theoretical knowledge by high school students. The article presents the methodological conclusions from the research of this scientist.

Keywords: *systematic, theory, theoretical thinking, methodological knowledge, patterns of didactics.*

Lyudmila M. Perminova

INTERRELATION OF LOGICAL AND HISTORICAL IN THE DEVELOPMENT OF DIDACTIC KNOWLEDGE: DEDICATED TO THE 90TH ANNIVERSARY OF LYUDMILA YA. ZORINA

The article considers the scientific activity of Ludmila Ya. Zorina (1929–2002) in the context of the relationship between logical and historical. Ludmila Zorina was a didactic scientist, methodologist, teacher, leading employee of a unique scientific team - the Laboratory of Didactics Problems of the Research Institute of General Pedagogy of the Academy of Pedagogical Sciences of the USSR. Her work, based on the relationship of logic and didactics in the formation of systematic knowledge of high school students, building a school textbook from the standpoint of cultural theory of the content of education, the development of ideas of humanitarization of education by reference to the value side of science and differentiation of education, history of science and justification of the didactic cycle, contributed to the development of didactic principle of science, modernization of the content of school physical education on the

principle of consistency in learning. The scientific heritage of Ludmila Ya. Zorina remains relevant for the theory, methodology and practice of teaching.

Keywords: *Interrelation of logical and historical, methodology, didactics, scientific heritage of Ludmila Ya. Zorina, system of knowledge and structural and logical schemes of the description of types of knowledge, didactic cycle, school textbook, interrelation of natural science and humanitarian knowledge as dialogue of cultures.*

Elena O. Ivanova

THE DIDACTIC CYCLE OF THE LEARNING PROCESS IN THE WORKS OF LUDMILA Y. ZORINA

The article reveals the universal character of the didactic cycle developed by Lyudmila Ya. Zorina in the 80s. of 20th century. It is shown that the stages of the didactic cycle today received a new specific content, but have not lost its psychological and pedagogical meaning.

The didactic cycle sets the generalized structure, the learning process. In the article the author highlighted the characteristics of the didactic cycle, compared the stages of this cycle and the stages of the lesson according to the Federal State Educational Standards.

Keywords: *didactic cycle, stages, Federal State Educational Standards, educational content, cyclical nature of the learning process, systematic.*

Tatyana B. Rabochikh

DEVELOPMENT OF LUDMILA YA. ZORINA'S IDEAS ABOUT THE CONTENT OF SCHOOL TEXTBOOKS OF SCIENTIFIC DISCIPLINES

The article develops the ideas of Ludmila Ya. Zorina on the construction of content in school textbooks of natural science disciplines; reveals the factors affecting the availability of texts in textbooks of the natural science cycle, describes various options for the logic of presentation of educational material, investigated the availability of educational texts.

Keywords: *construction of content in textbooks on natural Sciences, text complexity, accessibility of the text of the textbook, the logic of presentation: inductive, deductive, hypothetical.*

Nina P. Rikhter

MUSICAL EDUCATION IN ZEMSTVO* PRIMARY SCHOOLS OF RUSSIA AT THE END OF 19TH – THE BEGINNING OF THE 20TH CENTURIES

The article addresses the issue of music education in zemstvo primary school in Russia at the end of the 19th - beginning of the 20th century. It is shown that music

education in zemstvo primary schools was carried out within the framework of the subject «singing», which was not obligatory, but «additional». The statistical data on the teaching of singing in the zemstvo primary schools in various regions of the country are given. The purpose, content, methods, forms and results of learning to singing, used teaching aids are defined. The data on teachers of singing, the preparation of national teachers, the care of zemstvo about the musical education of pupils of primary schools are presented. Provides information on the inclusion in the estimate of the zemstvo expenditures on the maintenance of schools as an inspector of singing and music, remuneration of teachers of zemstvo schools for teaching singing, on acquiring textbooks, musical instruments, organizing pedagogical courses on singing and learning to play musical instruments for teachers in public schools. . The problem of recognition of the importance of music education for primary school pupils by individual zemstvo institutions, the need to approve singing in zemstvo primary schools as a compulsory school subject has been touched upon. It was proved that in most zemstvo schools there was a careful, serious attitude to the musical education of children, attempts were made to discuss and solve this issue, to allocate funds for this. At the same time, in some schools there were facts of a lack of schoolchildren learning to sing, disregard for the musical education of children, the presence of a random com

Keywords: *musical education, primary school, zemstvo school, practice, training, music, singing.*

Larisa S. Pastukhova

SOCIO-PROJECT ACTIVITIES AS AN OPEN UPBRINGING SPACE: TO THE CREATION OF THE MODERN CONCEPT OF CIVIC UPBRINGING

The author of the article analyzes the concepts of upbringing, their significance for the design of modern upbringing systems focused on the civic formation of youth. At the same time, the author shows that such forms of social upbringing as the socio-project activities of youth do not yet have an adequate conceptual understanding. In this regard, the author presents the outline of her own concept based on the idea of an open upbringing space, considering such aspects of the concept as interpretation of the purpose, mechanisms, conditions, methods and criteria of the effectiveness of the upbringing model, focused on the formation of the civic identity of Russian youth.

Keywords: *socio-project activity, educational space, civic identity, subject of education.*

Evgeniya V. Maynagasheva

ATTITUDE OF STUDENTS OF RUSSIAN UNIVERSITIES TO YOUTH EXTREMISM

The article deals with the youth extremism from the point of view of its modern manifestations. The importance of the topic is justified in the introduction. It is marked that the extremism causes violence and cruelty, affects the upbringing of young people

in a negative way and is used in armed conflicts. The purpose of the article considers the essence of the youth extremism as a dangerous phenomenon of the Russian reality. The methodological basis of the study includes theoretical observations, methods and principles of the system social analysis. As a result of the study it is determined that the extremism is a commitment of a certain type of people to extreme views and extreme forms of their expression. If the age criteria for the classification of this phenomenon are touched upon, then the youth extremism is usually highlighted. It is noted that the present young people don't treat the common culture, conventional in the society, as something worthy their attention. The emergence of extreme manifestations of the youth is affected by the problems in economy, the significant gap in financial and social spheres of different segments of people, corruption and criminal thinking of a lot of citizens. All these factors lead to the decrease in the authority of government institutions and the disrespectful attitude towards the country. One of the dangers of the extremist youth subculture is seen in the fact that it moves closer to the criminal subculture. It is concluded that the school should unite children in a common team, hold general holidays and useful events. One of the important purposes of such work is to overcome the conflict of generations. In conclusion of the article, the author indicates that youth extremism is a dangerous social phenomenon, and accordingly, the prevention of youth extremism is effective in organizing socially significant activities of youth.

Keywords: *extremism, subculture, globalization, upbringing, prevention measures.*

Maria P. Prokhorova, Olga I. Vaganova

POSSIBILITIES OF ATTRACTING UNIVERSITY TEACHERS IN THE DEVELOPMENT OF OPEN ONLINE COURSES

Open online courses are becoming one of the competitive tools for modern universities around the world. Distance education in the form of a MOOC is becoming a mass practice, which determines the relevance of studying the issues of teacher readiness in the development and use of online courses in the educational process and the search for organizational mechanisms to involve them in this type of activity. The purpose of the article is to describe the results of a study on the assessment of the possibilities of involving teachers in the development and use of open online courses in educational practice. The study was conducted through a survey of teachers who had experience of developing and using in the educational process electronic courses in the LMS MOODLE system for at least 3 years. The number of teachers surveyed was 45 people. The study revealed that about a third of teachers do not know anything about open online courses, about a third was only interested in the possibilities of such courses, which clearly indicates the need for greater involvement of teachers in the process of applying online courses in practice. From the position of teachers, a quality online course should, first of all, have a high-quality study of training materials, have reliable tools for monitoring learning outcomes and be organized in accordance with the capabilities and needs of students. A relatively small proportion of teachers is

planning to develop on-line courses independently - 18%. The share of those who do not want to develop and use online courses at that was 36%, the main reasons for refusing them are high workload, lack of time, and also weak organizational mechanisms for involving and encouraging teachers engaged in this type of activity. Attracted to the creation of online courses, teachers need the development of “demonstration” competence and information technology competencies. The need for additional special training was indicated by 89% of respondents. In general the widespread introduction of MOOC into the educational process definitely requires the development of organizational mechanisms to support teachers and developers of online courses, including ways of material incentives and ways of additional education.

Keywords: *open online course, MOOC, teacher, involvement, distance learning*

Anna O. Polushkina

INTERNATIONAL SUMMER LAW SCHOOL AS A FORM OF PROFESSIONAL AND ETHICAL CULTURE OF YOUNG LAWYERS

The author of the article describes the additional training of lawyers on the example of the summer school of the University of Maastricht. The information law education course is based on the laws of the Macau Autonomous Administrative Region of China, where Portuguese, Chinese and international law are mixed. A feature of the summer school is the participation of students and practicing young lawyers from Europe and Asia, which allows us to study the differences in the provisions of the law of different countries.

Keywords: *information law, education, summer school, international training, professional culture, cross-country legislation*

Anna A. Mamchenko

TECHNOSCIENCE: SUBJECT-TECHNOLOGICAL CHALLENGE FOR EDUCATION

The article attempts to comprehend the phenomenon of technoscience as a series of challenges to educational theory and practice. Technoscience is not just a new round of scientific and technological progress, we are talking about fundamental foundations: what is science, what is knowledge, cognition, a person in the modern sense and in the understanding of the near future. Technoscience as a result and the process of merging science and technology, as well as one of the phenomena of the knowledge society, creates both new opportunities and new risks, including for the education sector. NBICS technologies (another name for technoscience) are developing much faster than the humanities are aware of them — including the opportunities and risks of "improving" the very nature of man. The article reveals new challenges to education due to the development of convergent technologies (another name for technoscience).

Keywords: *technoscience, convergent technologies, NBICS technologies, education, knowledge society, challenges to education, technoanthroposphere.*

Merem Z. Biboletova

THE PARADIGM OF TEACHING FOREIGN LANGUAGES AND THE CHANGE OF GENERAL EDUCATION PARADIGM

The article states the problems that are crucial for the change of education paradigm. The “working” paradigm of general education is compared with the new one that is based on learner centered and culture-oriented approaches. The importance of such a paradigm change for foreign language teaching is shown in the paper.

Keywords: *general education, change of education paradigm, culture-oriented approach, teaching foreign languages*

Lyubov A. Buryakova

MUSIC EDUCATION IN NURSERY SCHOOLS IN FRANCE

Introduction. The issues of music education in France have always aroused great interest among Russian pedagogues and researchers, since France reasonably occupies one of the leading positions among European countries in this field. The study of the trends in the development of music education in the school system of modern France is impossible without a careful study of its foundations laid at the first stage – in nursery schools. It is known that the first institutions for children of preschool age (pastoral schools) appeared in France in 1769. Having undergone for 100 years a number of various transformations, they in 1881 become the first stage of the state educational system under the name «mother schools».

Purpose of the article: to reveal the features of the content of modern music education in France at the primary educational level – in the mother school. Its implementation involves the following tasks: to study the literature on the subject of research; to consider the current programme requirements for music education for the mother school; to analyze the content of additional nursery to the official programme.

Research Methods. The methodological basis of the research is the General scientific principle of objectivity, which supposes the exclusion of subjectivity, one-sidedness and bias in the selection and evaluation of facts. The applied research methods – the study, analysis and generalization of the data – allow to identify the characteristic trends in the development of music education in the mother schools of France at the present stage.

Results. The study and analysis of French sources made it possible to determine the peculiarity of building the educational process in music education at the mother’s school, which manifests itself in a combination of unification of the requirements of the state programme and a variety of ways for children to acquire a range of competencies, thanks to the additional materials of methodological support provided to the teacher with the wide use of the potential of distance information resources and methods.

Conclusion. The results obtained allow us to conclude that the focus of music education in the mother schools of France is on comprehensive musical development, the formation of creative personality traits, laying the foundations of the musical culture of students from the initial stage of education in the process of listening to works (fragments) of classical and modern music.

Keywords: *nursery schools of France, modern music education programmes.*

V.E. Steinberg, N.N. Manko

MODERN DIDACTIC REGULATORS: THEORY AND TECHNOLOGY

Relevance. The increasing role of information processing methods and means in education, science and production objectively leads to the task of providing the educational process with didactic tools that can effectively display the content and control components of educational material, integrate these components with the logic of activity, efficiently operate with educational information and form, thereby, the necessary educational competencies in the context of a truly subjective-activity approach, and, in particular, in the context of digitalization and automation.

Goal. Consideration of didactic regulators as one of the types of civilizational phenomenon of “regulators” and the definition of its characteristics required for use in technology training.

Methodology and techniques of research. The research methodology is based on the trend of the increasing role of regulators in the context of digitalization and automation of various spheres of activity on a systematic approach to the consideration of the required characteristics of the didactic regulations for modern teaching technologies, and also the principles of visualization of logical-semantic modeling of knowledge. Methodology of the research is the comparative analysis of means, considered as regulators of various activities.

Results. The place of the didactic instructive-type regulator in the system of various regulators is presented by the criterion of the intensity of the direct impact on the activity. The target, special and general characteristics of the didactic regulators are presented. The perspectives of the application of regulators in teaching technologies are noted. The development and implementation of visual didactic regulators are justified as the most important direction for the development of didactic regulators in general. The examples of the implementation of visual didactic regulators of the logical-semantic type are given.

Scientific novelty. The logic of the evolution of didactic visual aids is developing (from information and illustrative functions - through information and support functions - to information and regulatory functions) by strengthening such important qualities as visibility and instrumentality.

Practical significance. The expediency of the project implementation of didactic tools of an instrumental nature with specified characteristics (visual didactic regulators of a logical-semantic type) is substantiated.

Keywords: *regulators, didactic regulators, activity, visualization, instrumentality.*