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ИНСТИТУТ СТРАТЕГИИ
РАЗВИТИЯ ОБРАЗОВАНИЯ

**"COGNITIVE-SOCIAL
AND BEHAVIOURAL
SCIENCES 2020"
(icCSBs 2020)**

**Сборник
научных трудов Международной
научно-практической конференции**

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ КОНФЕРЕНЦИЯ
“COGNITIVE-SOCIAL AND BEHAVIOURAL
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КРУГЛЫЙ СТОЛ ПО МЕТОДОЛОГИИ
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ПО ГЛОБАЛЬНОМУ ОБРАЗОВАНИЮ

Сборник научных трудов
под редакцией
С.В. Ивановой, И.М. Елкиной



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Сборник содержит материалы на английском языке аспирантов кафедры по глобальному образованию ФГБНУ «Институт стратегии развития образования РАО» и их научных руководителей — участников Круглого стола по методологии педагогических исследований, прошедшего в рамках Международной научно-практической конференции “Cognitive-Social and Behavioural sciences” (icCSBs 2020). Представленные научные исследования раскрывают методологические проблемы педагогических исследований в контексте современного образовательного процесса. Сборник адресован представителям научного педагогического сообщества, магистрантам, аспирантам и докторантам.

TABLE OF CONTENTS

C.В. Иванова Новая форма работы с аспирантами (вступительное слово).....	5
Svetlana V. Ivanova A new form of work with students (foreword).....	7
Tatiana G. Aksenova Relevant research objectives of the network learning methodological support in secondary vocational education	9
Elena A. Anufrieva Pedagogical support for the organization of inclusive education for preschool children	13
Ekaterina A. Vorontsova The transformation of the concept “internationalization of higher education”	17
Nina A. Gruzina Problems of ensuring personal information security during the digital transformation of education	20
Pavel N. Demin Socialization of youth in informal education (by the example of Australia and the USA).....	24
Oksana A. Eskina Principles of usage intercultural communicative competence applying in the professional training of cadets of technical academies.....	27
Aleksandra M. Kaverkina Teaching creative writing in national universities: history and modernity.....	31
Yuri P. Komarovsky A modern approach to the formation of pedagogical thinking	34
Vladlena V. Lysenko Multilevel training of students – future managers as an effective way of multicultural competence creation.....	39
Mikhail E. Nikitin Kognitive Bildung: vom Pauken zur Kognition.....	43
Tatiana V. Palkina. When to start the development of emotional intelligence?	47
Elena V. Povorotova Evaluating outcomes of non-formal education.....	50
Sergey G. Rotgon Writing centers in the context of the covid-19 pandemic: threats and benefits	53
Maria S. Sabrekova. Role of the aesthetic component in shaping students’ environmental education	57

<i>Ekaterina S. Toporkova</i> The technologies for forming students' self-organization experience in foreign language learning	61
<i>Natalya V. Chernyaeva</i> Interaction of formal and non-formal education for senior students' learning trajectories approach.....	66
<i>Anna Ya. Shevchenko</i> Problems of teaching the Russian language in universities of Latin America.....	70
<i>Natalia A. Shmelkova</i> Pedagogical support for cognitive interest in younger schoolchildren with learning difficulties.....	73

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НОВАЯ ФОРМА РАБОТЫ С АСПИРАНТАМИ (вступительное слово)

Этим Сборником мы представляем новую форму работы с аспирантами нашего Института. В чем заключается эта форма работы? Аспиранты под руководством своего научного руководителя участвуют в специально организуемом для них Круглом столе в рамках Международной научно-практической конференции “Cognitive-Social and Behavioural sciences” (icCSBs 2020), организатором которой является Издательский дом Future Academy (Великобритания) и которая в 2020 году третий год проводилась в России на базе Института стратегии развития образования. И также третий год по инициативе заместителя директора Института И.М. Елкиной организуется этот Круглый стол.

Трудно переоценить дидактическое, методическое, обучающее и воспитательное значение этой формы работы.

Во-первых, эта форма работы оказывает значительное влияние на научное становление аспирантов, углубление знания английского языка, обретение опыта выступления на английском языке перед иноязычной аудиторией, формирование навыка общения по научной тематике в профессиональном сообществе.

Во-вторых, важно отметить еще один существенный аспект этой формы, а именно: подготовка научного выступления по теме диссертации на столь ответственном научном мероприятии осуществляется под непосредственным руководством научного наставника, это углубленная работа сближает ученика и учителя, добавляет новых красок в их научное общение. Не случайно в этом Сборнике после имени аспиранта указывается имя научного руководителя, это и повышает ответственность руководителя, и указывает на его роль в подготовке выступления аспиранта.

В-третьих, у аспирантов появляется серьезный пункт в разделе

диссертации «Апробация результатов», ведь участие в Международной конференции, проводимой зарубежной страной, публикация в Сборнике научных трудов – все это очень авторитетно и необходимо при подготовке диссертации к защите. Полагаю, что организация, в которой имеется аспирантура, несет ответственность за проведение научных мероприятий, за участие в них аспирантов в целях решения всех задач, обозначенных выше.

В-четвертых, выступление на Международной конференции на английском языке учитывается при оценивании по дисциплине «Иностранный язык», это фактор повышения оценки аспирантов.

Пятый пункт в оценке значения этой формы работы – очень личностный, вероятно, он становится понятен при обсуждении с аспирантами, готовящимися к такому выступлению, при ведении этого Круглого стола, при последующем общении с выступившими. Наши ученики меняются, они ощущают свою принадлежность к достойному научному сообществу, у них повышается самооценка и углубляется ответственное отношение к своей научной деятельности. И мы, наставники, радуемся и видим ценность такого приобщения молодежи к науке.

Сборник показывает направления исследований аспирантов Института, представляет наш опыт работы с аспирантами, показывает наше стремление оказать помощь каждому нашему ученику в достижении успеха – проведении глубокого научного исследования и защите диссертации.

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A NEW FORM OF WORK WITH STUDENTS (foreword)

With this Proceedings we present a new form of work with post-graduate students of our Institute. What is this form of work all about? Post-graduate students, under the guidance of their scientific supervisors, participate in a Round Table specially organized for them within the framework of the International Conference “Cognitive-Social and Behavioural Sciences” (icCSBs 2020), which is founded by the Future Academy (UK) and which in 2020 was held in Russia in the Institute for Strategy of Education Development for the third time. And, for the third year this Round Table is organized on the initiative of the Deputy director of the Institute Irina Elkina.

It is difficult to overestimate the didactic, methodological, teaching, and educational significance of this form of work.

Firstly, it has a significant impact on the scientific development of post-graduate students, deepening their knowledge of the English language, gaining experience in speaking in English in a foreign-language audience, forming communication skills on scientific topics in the professional community.

Secondly, it is important to note another significant aspect of this form, namely: the preparation of a scientific presentation on the topic of the dissertation at such a responsible scientific event is carried out under the direct supervision of a scientific mentor, this in-depth work brings the student and teacher closer together, adds new colors to their scientific communication. It is not by chance that in this Proceedings, after the name of the post-graduate student, there goes the name of the scientific supervisor, this increases the responsibility of the supervisor, and indicates his/her role in preparing the presentation of the post-graduate student.

Thirdly, post-graduate students have a serious point in the dissertation section “Approbation of the research results”, because participation in an International Conference held by a foreign country, publication in the conference proceedings - all this is very influential and necessary when preparing a dissertation for defense. I believe that the organization in which there is a Graduate school is responsible for conducting scientific events for the participation of post-graduate students in them to solve all the problems indicated above.

Fourthly, the presentation in English at the International Conference is considered when assessing the discipline “The Foreign Language”, this is a factor in increasing the assessment of graduate students.

The fifth point in assessing the significance of this form of work is very personal, probably, it becomes clear when discussing with post-graduate students preparing for such a presentation, while conducting this Round Table, during subsequent communication with the speakers. Our students change, they feel they belong to a worthy scientific community, their self-esteem increases and their responsible attitude to their scientific activities deepens. And we, mentors, rejoice and see the value of such involvement of young people in science.

The Proceedings shows the directions of research of post-graduate students at the Institute, presents our experience of working with post-graduate students, shows our desire to help each of our students achieve success in conducting deep scientific research and thesis defense.

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RELEVANT RESEARCH OBJECTIVES OF THE NETWORK LEARNING METHODOLOGICAL SUPPORT IN SECONDARY VOCATIONAL EDUCATION

Introduction

The development and implementation of network educational programs is of great relevance at the present stage of a digital society development.

Researchers T. A. Romm and M. V. Romm note that “one of the essential problems of the existing pedagogical reality is a serious shortage of actual theoretical and methodological developments of inclusion in the educational context of the modern reality network resource” [3, p. 56].

Problem Statement

The novelty of the methodological support of network learning is associated with the transition from traditional methodological associations of secondary vocational education teachers and methodologists to methodological support of the network educational process quality with

the participation of many subjects.

The key concept of network learning is polysubjective interaction between customers of personnel for the Russian economy, consumers of educational services and network specialists, who provide the high-quality implementation of the educational process.

The personnel customers include the following entities according to the researcher M. V. Nikitin:

- a) network, multisectoral enterprises of various organizational and legal forms;
- b) farms;
- c) craft organizations;
- d) state corporations (including enterprises of the military-industrial complex);
- e) enterprises using the labor of people with disabilities [1, p. 32].

The consumers of educational services, first of all, should include secondary vocational education students of various forms of employment, as well as the members of their families. Another type of consumers of network learning is becoming network communities of alumni, teachers, and other subjects of educational activity. Educational programs in the network learning context should become one of the ways of professional communication for groups of different ages specialists.

Network specialists should include various entities that provide training of highly professional personnel in the professions and specialties of secondary vocational education in accordance with the national and international standards requirements. This category includes heads of secondary vocational educational institutions, teachers, industrial training masters, teaching methods experts, librarians, heads of laboratories, laboratory assistants.

In the context of the transition to network learning in accordance with the vocational education teacher professional standard short-term programs of additional vocational training should be implemented. These programs will be aimed at developing new types of network competencies [2]. As a result, new staff units will appear, such as “manager of network educational programs”, “network teaching methods expert”, “teaching methods expert of the network pedagogical community”, “network teacher”, “teacher-network psychologist”, “network teacher-designer of modules network educational program” and others.

Purpose of the Study

The purpose of our research is to develop, substantiate and experimentally verify the scientific and methodological support of the network educational process.

In accordance with this purpose, the following research objectives were identified:

To analyze the traditional methodical activities in the secondary vocational education system.

To develop the methodological support functional-meaningful model of the network educational process.

To determine the methodologist labor functions content of the network educational process.

To develop and test guidelines for various subjects of the network educational process.

Discussion

Analysis of the existing methodological support of the network educational process demonstrates the necessary tools lack. Nowadays the network educational program model of secondary vocational education is being developed. We propose to develop and implement the methodological support types of the network educational process presented in the table 1.

Conclusion

These methodological support types require development and pilot testing in Russian colleges in order to further disseminate this experience in all organizations of secondary vocational education.

Table 1. Methodological support types of the development degree

Methodological support types of the secondary vocational education network educational process	Development degree
Network educational program model	Under construction
Modules depository of network educational programs	Absent
Network curriculum model	Absent

Network schedule model of the educational process	Absent
Network training schedule model	Absent
Network staffing model	Absent
The model of the organization of the corporate network professional development system	Absent
Multi-subject rating scale	Absent
A set of organizational and methodological recommendations for the design of college alumni formal and informal networks	Absent

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PEDAGOGICAL SUPPORT FOR THE ORGANIZATION OF INCLUSIVE EDUCATION FOR PRESCHOOL CHILDREN

Introduction

An important feature of the 21st century education is its humanization. One of its manifestations is the provision of opportunities to study in General education institutions together for all children with different educational needs, regardless of their intellectual, social, cultural, emotional, linguistic, and other characteristics. Implementation of inclusive education is a global goal in the field of education, officially adopted by the 2030 Agenda for Sustainable Development [1].

Purpose of the Study

To develop pedagogical support for the organization of inclusive education of younger preschoolers with different educational needs.

Methodology and Research Methods

- The theoretical and methodological basis of the research is the social model of inclusion, considering the achievements of the Russian school of defectology;
- fundamentals of adaptive pedagogy (scientific school of G. F. Kumarina) [3-5];
- “system approach to modeling inclusive processes in education” (M. M. Semago, N. ya. Semago, E. N. Grebenyuk) [8] ;
- “system-ecological approach to understanding inclusive learning” (W. Bronfenbrenner) ;
- “health-saving adaptive-developing model of joint education of children with different educational needs in a mass school” (E. N. Dzyatkovskaya) [2] ;
- “theoretical provisions on the unity of General and specific patterns of mental development of children with normal and impaired development” (V. I. Lubovsky);
- “social model of disability” (p. hunt, M. Oliver, V. Finkelstein);
- “the concept of General inclusive education” (N. N. Malofeev) [6] ;
- “interpretation of subjectivity as the main determinant of inclusive educational practices” (L. A. Blum, N. Kuhne, A. A. Naumov, etc.);
- ideas about the levels of development of game activity by D. B. Elkonin;
- “the concept of the zone of immediate development of the child” (L. S. Vygotsky, D. A. Leontiev);
- “the concept of the integrity of the educational process” (V. S. Ilyin, Yu. P. Sokolnikov, L. I. Novikov, I. Ya. Lerner, V. V. Kraevsky, E. V. Bondarevskaya) [1].
- the concept of “personal development education” (V. V. Serikov) [9,10].

Problem Statement

The social model of inclusion involves the organization of education that considers the characteristics of any student who from time to time needs certain special conditions of the educational process that are necessary for the optimal implementation of its current and potential opportunities.

Findings

We have developed pedagogical support for the organization of inclusive education for preschool children, considering the educational needs of all children.

In our country this issue was devoted to a longitudinal interdisciplinary project SB RAS together with the RAMS (1994 to 2004), which resulted in the development and implementation of models of adaptive-developing a health-preserving education of children with different educational needs and health status in the same class, which relied on a system-wide management principle in self-organizing systems. Its health-saving, developing and corrective-compensating effect is proved for all students in the class (Kolesnikova L. I., Dzyatkovskaya E. N. and over). It is revealed that the main condition for the effectiveness of education of all children in the classroom is to bring the principles of managing their leading activities from the educational system (educational process and educational environment) into line with the principles of involuntary neuropsychic self-regulation of leading activities from the child's body. It is established that such principles of self-regulation are universal for all self-organizing systems – today, these principles are the basis of the theories of adaptive management, management of self-organizing systems, the concept of sustainable development as a unity of management and self-organization and are the didactic basis for the development of a social model for organizing inclusive education for all children studying together, they are specified using system-wide management principles in self-organizing systems .

Conclusion

Monitoring the implementation of the model has shown its managerial, educational, and socio-cultural effectiveness.

The developed model of the organization of the educational process of an inclusive orientation in preschool educational organizations provides equal educational opportunities for all children of primary preschool age who have different needs in educational conditions.

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THE TRANSFORMATION OF THE CONCEPT “INTERNATIONALIZATION OF HIGHER EDUCATION”

Introduction

As the twenty-first century unfolds and globalization brings unprecedented changes into economy, politics and society, internationalization of the university has become a strategic priority for numerous universities. With the growing pace of globalization, competitiveness and the knowledge-based economy, universities of the twenty-first century could not stay ideologically and institutionally unchanged and had to begin to adapt to the changing circumstances. In time when societies around the world grow further apart, some within the sphere of higher education have put their hopes for global understanding, solidarity, and acceptance in internationalization — the principle encounter between those far away.

Unfortunately, the globalization process requires countries to participate in an “everyday race” of competing on the world’s educational arena. The achieving the goal of “being the best” produces the “copy-paste” activities of methods and approaches in developing the process

of internationalization and gives birth to misunderstanding and creating misconceptions of what the internationalization really is.

The Purpose of the Study

The article is focused on the problem of misunderstanding the concept “internationalization of higher education”, the transformation of the definition “internationalization of higher education” and explanation of initial causes of misconceptions of what the “internationalization of higher education” really is which are enlightened in Hans de Witt’s works.

Methodology and research methods

The work is based on the Jane Knight’s works where she defines the internationalization as: “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” [3, p.2-3]. Furthermore, the article is influenced by B. J. Ellingboe’s research papers where the internationalization is understood as: “the integration of international perspectives into college and university systems and viewed it as an active process with multidimensional and interdisciplinary elements oriented to the future”.

According to the topic of the article there is a necessity of using the theoretical approaches: comparative analysis, theoretical interpretation.

However, the quantitative item of internationalization is one of the main goals for numerous universities. The aspiration of being internationalized gives reason for expending misconceptions of the process. Hans de Wit points out 9 misconceptions of “the internationalization of higher education”:

- the education on English language,
- studying or staying abroad,
- an international subject,
- having a lot of international students,
- few international students guarantee the success,
- no need to test intercultural and international competences,
- the more partnership-the more international,
- higher education is international by nature,
- internationalization is a precise goal [4, p. 9-13].

Findings

The research focus in internationalization needs urgent rethinking. For years, the focus of research and debates has been: student and staff mobility, student recruitment, studying abroad, internationalization “at home”, internationalization of curriculum, joint degrees, partnerships. The researching process should be transformed due to:

the relation of global challenges (conflict, poverty, environment, climate change, inequality, migration, xenophobia, political, and other kinds of oppression, and post conflict reconstruction);

the role and responsibility of academia and internationalization in peacebuilding, development, and social justice around the world;

the complex and constantly changing world requires from higher education institutions the development of graduates who possess critical thinking skills and global competencies.

Conclusion

In conclusion it is necessary to add that scientists should pay more attention to the need to understand and research internationalization in the broader social context in which it takes place. The research work should be provided according to the changing social requirements, demands and values. The research has to be “flexible” due to the challenging and expands its ideas and requirements on the other fields of social development.

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Keywords: information security, digital transformation of education, ethnocultural component, information culture.

PROBLEMS OF ENSURING PERSONAL INFORMATION SECURITY DURING THE DIGITAL TRANSFORMATION OF EDUCATION

Introduction

Numerous changes in the system of modern education associated with the expansion of the use of information and communication technologies have led to the “digital transformation of education and the emergence of a new digital paradigm of education” [4, P. 10]. A natural consequence of the digitalization of almost all branches of human activity and the digital transformation of education was “the emergence of new risk factors and threats of information impact on all subjects of the educational process” [1, P. 183].

Problem Statement

This led to the actualization of the problem of ensuring the information security of an individual and to the identification in pedagogical science of such a new area of scientific knowledge as personal information

security of the subjects of the educational process” [3, P. 99].

In the past two decades, a number of normative legal documents have been issued that ensure the implementation of state policy in the field of ensuring personal information security of students: Federal Law “On Information, Information Technologies and Information Protection”, Federal Law “On the Protection of Children from Information Harmful to Their Health and Development”, Federal Law “On Education in the Russian Federation”, the Doctrine of Information Security of the Russian Federation, etc.

Researchers in this area (Yu.I. Bogatyrev, M.I. Bocharov, O.A. Kozlov, V.P. Polyakov, etc.) are united by the opinion about the need for a systematic approach to teaching information security at school and university.

To effectively solve the problems of teaching information security, first of all, professional training of pedagogical personnel is necessary, including such a component as “competence in the field of information security” [1, P. 187]. At the same time, it is important to avoid the already habitual unification of training and a bias towards the development of software and hardware.

Purpose of the Study

“Information security of an individual in the Internet space should be based on a high level of information culture, which is laid down at all levels of education and upbringing in the multi-level system of national education, starting from the stage of general education” [2, P. 109]. Therefore, it is important to take into account the need for an equivalent inclusion of technical and humanitarian components in the process of teaching information security at a university. The humanitarian component is understood as a part of the training content that contributes to the formation of an information literate and cultural person who has a clear idea of ethical norms and values, who is aware of their responsibility as a subject of information interaction.

Considering such an important sociolinguistic factor as the multilingualism of our country, it seems advisable to introduce an ethnocultural component into the process of training teachers. The introduction of an ethnocultural component into the educational process will have a significant impact on the processes of ethnic self-identification, socialization

of the student's personality and can become a "factor of socio-cultural unity and psychological safety of a multicultural society" [5, P. 263].

Integration of the ethnocultural component into the process of teaching information security, first at the level of teachers, and then at the level of school students, will contribute to the formation of a new information culture of students. These competencies are especially relevant for future teachers of schools teaching in the native languages of the peoples of the Russian Federation.

Findings

Mastering the information culture of thinking is a fundamental component to ensure information security of students. This type of culture presupposes mastering the ability to critically comprehend and adequately evaluate incoming information, preserve cultural, historical and ethical values inherent in this society, improve one's spiritual and moral level, competently organize information communication with other people and ultimately effectively resist destructive external information influences.

Conclusion

Thus, we can conclude that it is necessary to use a culture-oriented approach to the process of teaching information security. The use of this approach allows us to expand the range of methodological capabilities, to make the information security training process more effective.

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Keywords: youth, informal education, socialization, online socialization, Internet, recognition of informal education.

SOCIALIZATION OF YOUTH IN INFORMAL EDUCATION (BY THE EXAMPLE OF AUSTRALIA AND THE USA)

Introduction

Network-building and progress in the field of information and communication technologies create conditions for independent cognitive activity of both children and adults, when the Internet can serve as a source of knowledge from various industries. In the search for solutions to this problem, we studied the experience of such foreign countries as Australia and the USA.

Purpose of the study: to consider the experience of socialization in informal education in Australia and the USA.

Research methodology and methods

Literature analysis, comparative method.

Findings

Informal education practices based on the concepts of active participation and citizenship create a space for the formation of citizenship

among young people through democratic dialogue in critical perception of social reality, detection of social contradictions and the development of real ways to resolve them through the implementation of youth initiatives, projects, participation in socially useful initiatives [2].

In Australia, informal education is recognized in the awarding of degrees and qualifications in various fields of knowledge, which makes the training of a person more practice-oriented, as well as save resources for the implementation of formal educational programs [1]. So, the following forms of online socialization are distinguished based on informal (spontaneous) learning, each of which corresponds to a specific group of online networks: communities with common interests (for example, sites of interest); sites for competitions and games (for example, online multiplayer games, participation in competitions); file download sites (e.g., Napster) and others [4].

In the United States, the recognition of the results of informal education is possible through the following mechanisms:

1. The Prior Learning Assessment is an individualized form of assessment specially designed for adult learners.
2. Industry certificates and licenses are documents obtained during the examination that certify the authority of an individual in a particular professional field.
3. Accounting for professional industry awards [3].

Informal education in the USA, within the framework of which socialization takes place, is divided into two groups: organized and everyday ones.

The organized informal education includes the following forms:

1. Credit-free (non-credit-free) education in schools and colleges.
2. Work-based learning.
3. Learning through volunteering and social service.
4. Mentoring and coaching to adapt to the workplace.

Everyday informal learning includes independent, when the student himself tries to solve a certain problem and seeks information, showing interest in the given topic, random, when the knowledge or skills being acquired become by-products of the student's daily activity, and "silent", consisting in the unconscious development of skills and assimilation implicit knowledge [3].

Such forms of socialization, which are mediated by infocommunications

tion technologies, play an increasingly important role in US youth policy. This is due to the fact that with the transition to the digital era, the American state took a course to form among young people such things as creativity, resilience, emotional intelligence, financial literacy and a number of others necessary for a full life in modern conditions [5, p. 71].

Conclusion

In the examined countries, organizational, legal, and financial conditions are created for working with young people in the field of informal education, aimed at integrating into existing social structures by developing socially normative personality traits, as well as developing skills for critical assessment and initiating changes in a number of social institutions and social conditions.

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PRINCIPLES OF USAGE INTERCULTURAL COMMUNICATIVE COMPETENCE APPLYING IN THE PROFESSIONAL TRAINING OF CADETS OF TECHNICAL ACADEMIES

Introduction

The current trend of Russia's integration in global processes in all spheres of life and activity, including the military sphere, requires the training of such military specialists who are able to carry out social and vocational interrelation with representatives of other states.

Research Methods

Professional training of cadets of technical academies is carried out by a cycle of professional and special disciplines of a five-year curriculum for each specialty in senior courses. At the same time, practice shows that in non-lingual military academies, the "Foreign Language" discipline, aimed at developing intercultural communication competence of cadets, is studied in junior courses. Then cadets pass the final exam and the discipline ends. And when the classroom hours of classes

in the discipline “Foreign language” are no longer available, the problem of motivation in the use of foreign languages in senior courses becomes especially important [1-p.35, 3-p.91, 6-p.159].

The main means of creating internal motivation is to create the need to use a foreign language in scientific and vocational interests of cadets, in the work of the military scientific society of cadets, in the research work of specialized departments, in diploma design. Naturally, it is recommended to make more use of the intercultural communication competence formed by cadets in junior courses, with the disciplines of special departments.

Military-professional training of cadets in a technical University is carried out by a cycle of professional and special disciplines of the five-year curriculum for each specialty. The implementation of these disciplines, as a rule, is carried out during the training of cadets in senior courses. Therefore, the implementation of the task associated with achieving the levels of readiness for the use of intercultural communication competence by senior cadets to improve their military professional training is quite feasible within the time frame. Is it possible for the cadets of the senior years to use the ICC which was formed previously?

It is known that intercultural competence includes not only a linguistic component, but also an information component (professional competence) and a socio-cultural component (the presence of background knowledge about communication partners and realities belonging to another culture) [2-p.27, 4-p.147].

If we talk about the principles of training, they are all closely related to each other and penetrate one another, they can be presented as a system consisting of content and procedural (organizational and methodological) principles.

Findings

In this regard, the main principles of the use of intercultural communicative competence among cadets of technical universities in the field of their professional training: the principle of humanitarization, the principle of staging, the principle of international professional communication, the principle of advanced training of a specialist, the principle of creative personality development. [5-p.109].

Let us give them a brief description:

- **the principle of continuous humanitarization**, requiring a rational combination of the discipline “Foreign language”, military professional and special disciplines throughout the entire period of training cadets at the academy.
- **the principle of staging**, which implies the organization of the educational process in the form of certain stages (steps), each of which is an intermediate stage for receiving new educational opportunities.
- **the principle of international professional communication**, which requires rational use in teaching information of the Internet in a foreign language in similar specialties of foreign countries. This principle helps to activate the educational process, increase the cognitive activity of senior cadets.
- **the principle of advanced training of a specialist**, orienting education towards knowledge of the potential and forecasting the improvement of weapons and military equipment of potential opponents and partner states, methods and means of their armed struggle based on the use of intercultural communicative competence, i.e. by means of a foreign language;
- **the principle of creative personality development**: intercultural communicative competence, in this case, acts as an additional means of forming creative, professional, and personal qualities. This suggests that cadets should learn to apply the acquired knowledge of a foreign language to solve problems of a scientific and practical nature, problems of interpersonal communication, reflecting the military-practical orientation associated with improving their military professional training.

A teaching staff of a military technical academy teaches a professionally oriented foreign language. That is why we must know the basics of the specialty, basic professional vocabulary, and terminology. For this purpose, teachers of the Department of Foreign Languages publish teaching AIDS in a foreign language that have a professional orientation, which are related to the academic disciplines taught at special departments. Classes on such teaching AIDS significantly motivate the learning process of a foreign language.

Conclusion

Understanding that a foreign language is a means of obtaining personally significant professionally valuable information, the practical use of this information in professional activities is an important factor supporting motivation to learn a foreign language at all stages of training. There is no doubt that integration with professional disciplines will turn a foreign language from an academic subject into a means of acquiring knowledge for further personal and professional growth [2-p.37].

Thus, these principles not only support the intercultural communicative competence of senior cadets but can also be used to develop other competencies and further improve their professional training, as well as to modernize the entire educational and methodological process at the academy.

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TEACHING CREATIVE WRITING IN NATIONAL UNIVERSITIES: HISTORY AND MODERNITY

Introduction

Creative writing has not got the concrete definition, but we can say that the CW is the subject that involves the complex of humanitarian sciences, studies different types of the literature and lets students learn to write fiction, non-fiction, screenplays, pop-science articles, and books. The main form of teaching creative writing in national universities is creative workshop or its analogs.

Problem Statement

The history of teaching creative writing abroad is a sufficiently developed topic. Foreign researchers of this subject developed conceptual provisions for teaching creative writing, and prepared educational and methodological manuals for teaching this type of skill [3.].

However, teaching creative writing in national universities remains unexplored, even though this subject has been taught in Russia for a long time and now becomes more and more popular.

Methodology

As a method of the research, we use theoretical analysis. Theoretical analysis allows to reveal the essence of the concept and get the data from the first source.

Findings

If we consider the retrospective of teaching creative writing in Russia, the object that we pay attention first is the Maxim Gorky Institute of Literature and Creative Writing. The decision to open it was made in 1932. Data on the functioning Institute of Literature in its first years and up to the present time are mainly obtained from the Russian state archive of literature and art [2. F.632. Op. 1.]. Based on the decree [Postanovleniye Tsentral'nogo Iсполnitel'nogo razdela Soyuza SSR «V oznamenovaniye 40-letiya literaturnoy deyatel'nosti Maksima Gor'kogo»], the Institute was organized “as a literary training center that allows writers who have shown themselves creatively, and first of all, writers from among workers and peasants, to improve their skills, get comprehensive development and critically assimilate the legacy of the literary past” [1. p.1].

The main Department of the Institute was the Department of creative writing\creative workshop. The Department's work was divided into several areas: criticism, poetry, and prose (fiction). Creative workshops were spent in each direction as the workshop of a certain teacher or master. The contents of workshops can be found in the protocols and diaries of creative workshops [2. F.632. Op. 1.]. In addition, meetings with writers were a part of the training in creative writing.

The important characteristic of a creative writing program in the Institute of Literature is that education in it is the basic, first step of higher education. Nowadays in the modern analogs of creative writing program, students can study only after receiving a basic education (bachelor's or specialist's degree) somewhere else. Accordingly, the volume of subjects decreases, and the scientific and methodological support of training changes too.

Most of programs for learning creative writing are generally offered in the form of additional and paid education. Teaching methods in these cases will also differ significantly.

In that way, modern trends in teaching creative writing tend to be similar to the foreign practice and consist of the organization of courses

and workshops. Nowadays, for learning to be a writer, you do not have to go to the institute. For learning creative writing now is enough to spend several months to complete the courses.

Conclusion

Methods of teaching creative writing in universities in Russia in the 20th century and in the present are quite different. However, there are not any research or scientific works that are devoted to the theoretical and methodological basis of teaching creative writing in the national universities. Nowadays, there is only fragmentary information about how to teach creative writing. This is what makes it necessary to identify the organizational and scientific-methodological support for teaching creative writing in the national universities.

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A MODERN APPROACH TO THE FORMATION OF PEDAGOGICAL THINKING

Introduction

This article outlines the problem of studying one of the issues of higher education didactics - the use of a modern student-centered approach to the formation of pedagogical thinking in a military university.

There are various interpretations of the student-centered approach in teaching and upbringing. It is understood as the focus of the educational (upbringing) process on the development of personal qualities (V.S.Ilyin), as the cultivation of the subjective position of the individual (I.S. Yakimanskaya), as stimulating the formation of meaning among pupils in the process of education and upbringing (E.G. Belyakova), as the implementation of the dialogical form of educational relations (S.V. Belova), etc.

Our study will identify the conditions for the formation of cadets of a military higher educational institution of readiness to implement a

situational-event model of a student-centered approach (V.V.Serikov) [1,2,3], according to which the process of upbringing is designed as a sequence of situations-events that determine new formations in the personal sphere of pupils.

Due to the fact that at the present stage of the development of society, the main goals of education at a military university are: education and training of highly qualified military specialists capable of effectively performing military service and performing their professional activities; education and the formation of the integral development of the individual, as a cultural carrier of world knowledge and positive norms of behavior, universal and professional values, ready for constant, continuous, professional, creative growth and self-development; the formation of new thinking and the development of professional competencies.

The formation of modern pedagogical thinking in a military university is an important aspect of the development of teachers and the formation of cadets as future teachers and educators.

Currently, the pedagogical process in a military university is focused on the development of various competencies (professional, pedagogical, educational, etc.) among cadets, but without emphasized attention and consideration of their personality. There is also no understanding of the influence of the formation and development of the personality of cadets of a military university on the result of military education. And the relationship of the process of forming thinking with the process of developing all competencies, as a practically obtained result of this relationship and interdependence, is not considered at all.

Therefore, the use of a student-centered approach in military education is quite a rare phenomenon, in contrast to the use of the more well-known classical, competence-based, activity-based, problematic, and systemic approaches to the training, upbringing and development of cadets of a military university.

The question the author is trying to answer: *“What modern approaches to the formation of pedagogical thinking can be applied in a military university for the effective development of thinking, competencies and competence of a teacher?”*

Methodology

The method proposed by the author provides for the use of a student-

centered approach in military education in combination with other approaches and methods.

The student-centered approach is understood as the creation of pedagogical conditions for the full manifestation and development of the personal functions of the teacher and cadets of a military university. The task is to saturate the pedagogical process in a military university with personal meanings as an environment for personality development.

Teaching becomes a joint activity of the teacher and the student. This activity is aimed at the individual self-realization of the cadet and the development of his personal qualities while mastering the curriculum. The role of the teacher is to organize the educational environment in which the cadet is educated, relying on his own potential, using the appropriate training technology in a military university. In this case, the teacher's pedagogical thinking is formed based on the account of the teacher's personality and his interaction with the personality of the cadet, and the cadet's thinking is formed considering his own personality.

Based on the formation of student-centered pedagogical thinking, the teacher develops universal and professional competencies, the use of which forms a universal professional competence of the teacher, unified for the teacher, which allows him to use any of his competencies together and separately, without losing the quality of his pedagogical competence.

Findings

As a result, having a student-centered pedagogical thinking, possessing a single universal professional competence, a teacher can equally well apply and manage his universal (general scientific, general cultural, social-personal, instrumental, communication, etc.) and professional competences (pedagogical, educational, research, organizational and methodological, educational, and methodological, etc.).

The expected result is a reorientation of the pedagogical process in a military university towards accounting and personal development, identifying and realizing the potential of the individual, the formation and development of the ability for self-realization (self-learning, self-education, self-development) of the individual, the relationship of acquired professional and other competencies with the development of thinking in conjunction with the use of combined (integrated) approach to the

formation of pedagogical thinking.

This should contribute to the effectiveness of the learning process, as well as the effectiveness of the acquisition and development of all necessary competencies, the formation of a stable single universal pedagogical competence.

Implications for policy/Practice

The use of the proposed combined student-centered method for the formation of pedagogical thinking aimed at the implementation of the set modern goals of education in a military university gives all teachers with the appropriate pedagogical thinking, competencies, and pedagogical competence new, tested in practice, opportunities for the creative implementation of their professional activities. and your self-development.

Considering and studying the results of the practical application of the personality-oriented method in military pedagogy provides a prerequisite for new research in this direction.

Conclusion

Modern problems and issues of personality development and the formation of thinking in military pedagogy require solutions, and the use of a student-centered approach in military education requires further scientific research.

Since a teacher at a military university plays a connecting and important role between the accumulated knowledge and students, his personality, thinking, personal attitude, competence, pedagogical competence, and the quality of activity are of particular importance.

The prevalence of scientific paradigms in the direction of studying the problems of professional competencies instead of issues of personality development and the formation of thinking in military pedagogy requires a turn towards the personality and new scientific research on the application of a student-centered approach in military education.

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Keywords: multicultural competence, manager, skills, abilities, competencies, professional interaction

MULTILEVEL TRAINING OF STUDENTS – FUTURE MANAGERS AS AN EFFECTIVE WAY OF MULTICULTURAL COMPETENCE CREATION

Introduction

While studying at the university, a future specialist in the field of management acquires such knowledge, abilities, skills, and competencies that will allow him to interact effectively in a professional multicultural environment. Multicultural cooperation is carried out through a foreign language that serves as the tool for the transfer of professional experience and behavioural qualities that lead to multicultural competence creation.

In scientific literature, the concept of “multicultural competence” is understood as the ability to find a reasonable, trustworthy ethical balance between individual differences of people like age, gender, race, nationality, abilities; and this balance will be different in each particular

professional situation involving representatives of different cultures.

A key definition is proposed by R. Pope and A. Reynolds, who defined multicultural competence as the awareness, knowledge and skills necessary for effective work in groups with ethnic and cultural differences [2].

Purpose of the Study

The purpose of the study is to introduce the structural model of multilevel training of students of management as an effective way of multicultural competence.

Methodology

Methodology used in the research is based on the competence-based approach (D. McClelland [1], J. Raven [3]).

Findings

The acquisition of multicultural competence plays an important role in further professional interaction in the multicultural environment.

At Sevastopol State University, the creation of the multicultural competence of future managers is carried out in foreign language classes as the part of the multi-level training of students including seven steps that are equal to seven terms that can be observed on Figure 1.

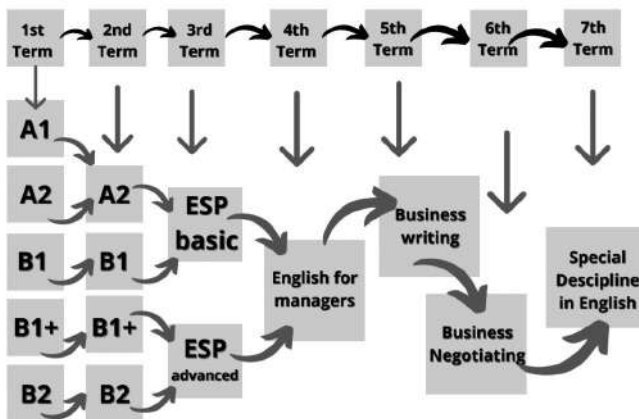


Fig. 1. Multilevel Training

During their first year, all students study according to a unified program, regardless of the training areas. During the first week of study, the students take the interview and written test, which are assessed according to the European scale of assessment [4]. Then, according to the results of tests and level of knowledge, the students are divided into groups by the person in charge to create equal learning conditions for students of the same group.

Five level division (A1, A2, B1, B1+, and B2) is provided in the first term and the students of the lowest level A1 move to the A2 level in the second term.

According to the results of the examination session, the students are divided into two levels to the second year of studying.

Second-year students take the English for Special Purposes (ESP) course, which in the third term allows them to build professional competencies. The students are divided into two groups (basic and advanced).

In the fourth term, all the levels are joined together allowing the students to acquire high-quality professionally oriented competencies while studying the “English for Managers” course.

The third-year students study the discipline “Business English”. In the fifth term, the goal of the discipline is to develop business-writing skills. The aim of the sixth term is the development of skills in telephone conversations and negotiations in a culturally diverse business environment in the context of international management.

The fourth-year students interact with a foreign language in the context of a special discipline in English.

Foreign language classes are structured in such a way that students learn not only grammatical constructions and rules for using the language but also get acquainted with the cultural component of the language. The university training program is structurally diverse and rich in content. It includes various teaching technologies, the use of information and communicative technologies in the learning process, innovative forms of work using digital technologies (the electronic educational environment MOODLE, and Mass Open Online Courses MOOCs). Students are attracted to participate in the All-Russian student conferences, where they present their works and enter communication with the scientific community in English.

Multi-level training allows the students to proceed with their for-

eign language acquisition without any psychological barriers and loss of motivation. The students with low language knowledge are provided with the possibility to achieve the level of their groupmates who possess higher language competence.

Conclusion

The use of mentioned technologies in the process of multi-level teaching of a foreign language makes it possible for students to master multicultural competence. The communicative success of a specialist in the field of management on the world stage means a career-oriented multicultural competence that makes communication possible at the official level and the level of civil society, not only within national borders but also at the global level. In this regard, we see the multilevel foreign language training as an effective way for creation multicultural competence.

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Abstract. The article deals with the problems of readiness of College students to self-determination in professional activities as a condition for their professional and personal development. The solution to the problem is a complex of psychological and pedagogical influences aimed at various aspects of the development of the personality of College students, contributing to the effectiveness of the formation of a state of readiness.

Keywords: choice of profession, readiness, professional activity, professional self-determination, professional and personal development, self-determination, state of readiness.

KOGNITIVE BILDUNG: VOM PAUKEN ZUR KOGNITION

Einleitung

Wie alle Bereiche der gesellschaftlichen Tätigkeit erlebt die Bildung jetzt einen Übergang vom Industriemodell zum postindustriellen Modell, zur Informationsgesellschaft. Wie in allen Bereichen dieser globalen Transformation gibt es in der Bildung eine Reihe von widersprüchlichen Prozessen. Es ist offensichtlich, dass die für den Aufbau des Informationsmodells notwendige partielle Demontage des industriellen Modells der Ausbildung von vielen Menschen als Rückstoß in die «dunklen Zeiten», Triumph der Vereinfachung wahrgenommen wird. Man kann

bemerken, dass die emotionale Reaktion der Menschen, die ihr Leben der Bildung gewidmet haben, absolut gerechtfertigt ist. Sie aber kommt gerade aus dem Missverständnis, wie die neue Bildung sein sollte.

Problemstellung

Um zu verstehen, welches Bildungsmodell notwendig ist, muss man das Modell «schnelle Welt braucht schnelles Lernen» akzeptieren (über «schnelle Welt» schreibt S.B. Pereslegin). Offensichtlich sind auch die Erfolge dabei [1].

Was hat sich an den Technologien der letzten Jahrzehnte noch geändert, um die Bildung stark zu beeinflussen? Natürlich ist dies ein transparenter Hinweis auf das Internet, genauer gesagt WorldWideWeb. Bereits jetzt ist das Netzwerk / Internet / WWW eine hypermediale Umgebung, in der der Zugriff auf eine riesige Menge an Multimedia-Informationen in Sekunden erfolgt. Es ist vernünftig anzunehmen, dass Bildung in einer hypermedialen Umgebung andere Wege gehen wird als in einer bibliothekarischen Umgebung. Der erste und offensichtlichste Weg ist der folgende. Da der Zugriff auf die Daten praktisch in Echtzeit erfolgt, entfällt die Notwendigkeit des Auswendiglernens.

Ergebnisse und Diskussion

Vor vierzig Jahren sind die Anforderungen an die Fähigkeiten des schnellen «Balkenrechnens» verschwunden, seit Rechner zu einem öffentlichen Werkzeug geworden sind. Seit zwanzig Jahren ist es nicht notwendig, Tabellen von Logarithmen und trigonometrischen Funktionen im Kopf zu behalten – technische Taschenrechner und dann Personalcomputer haben auch diese Berechnungen übernommen. Das Aufkommen des Internets / WWW, Hypermedia ermöglicht es uns, Arrays von Fakten aller Wissenschaften nicht zu lernen. Sie sind in Wikipedia und weiter - durch Links - in Sekunden verfügbar. Das heißt, jetzt kann man Internet – Hypermedia als «externes Gedächtnis» verwenden, nach Bedarf das notwendige theoretische und faktologische Material «downloaden», nur die notwendigen Informationsstrukturen zu behalten, ohne den Speicher mit «überflüssigen» Daten zu überladen. Jetzt kann jeder Denker – Forscher, Ingenieur, Rechtsanwalt – die Technologie «leerer Dachboden» von Sherlock Holmes anwenden, nur die richtigen Werkzeuge im Kopf behalten, da alle zusätzlichen Daten im Internet verfü-

bar sind, in «wenigen Klicks». Das Ausmaß der Revolution ist so groß, dass man es mit der Erfindung des Schrifttums vergleichen kann. Damals tauchte zum ersten Mal die Möglichkeit einer separaten Speicherung der Kenntnisse von ihrem Träger auf. Tatsächlich wurde die Produktivität der Forscher der vergangenen Jahrhunderte weitgehend durch den Umfang der von ihnen gespeicherten Informationen bestimmt, denn jede Anfrage an externe Wissensquellen dauerte von mehreren Stunden (Suche in der Universitätsbibliothek) bis zu mehreren Wochen (Korrespondenz mit Bibliotheken, Kollegen in anderen Städten). Jetzt werden diese Begriffe auf Minuten und Stunden reduziert.

So soll die neue Ausbildung mit den Möglichkeiten des superschnellen Zugriffs auf Internet-Informationen operieren. Was sollen die Schüler mit der Zeit anfangen? Angesichts des exponentiellen Wachstums des Informationsflusses, der de facto eingetretenen Informationssingularität muss sich der Schwerpunkt des Lernens offensichtlich in Richtung einer Beschleunigung der Informationsverarbeitung verlagern. Vom unnötigen Auswendiglernen vieler Fakten und Technologien bis zum Lernen kognitiver Techniken (Suche, Systematisierung, Analyse, Verallgemeinerung und Synthese von neuem Wissen). Das heißt, für den Übergang zur Wissensgesellschaft müssen wir ein Bildungssystem schaffen, in dem die kognitiven Fähigkeiten, die früher nur professionelle Forscher besaßen, massiv unterrichtet werden. Wir können sagen, dass die Metatechnologie der Bildung massenhaft werden muss, nach der jede gebildete Person Techniken, Fertigkeiten und Fähigkeiten der Forschung, Analyse, Synthese besitzt. Es ist ein qualitativer Übergang. Zum Beispiel, wenn in dem bestehenden industriellen Modell der Bildung der «Montagepunkt» einer Disziplin axiomatisch, apriorisch gelehrt wird (nicht immer und nicht in allen Universitäten), soll ein durchschnittlicher Fachmann in der neuen Ausbildung in der Lage sein, diesen Montagepunkt in seinem Berufsfeld zu finden und zu erstellen.

Es stellt sich heraus, dass die neue Ausbildung eine Methodik der Ausbildung schaffen soll, die massenweise, auf der Ebene der 20-25% der Bevölkerung, kognitive Spezialisten mit Forschungsfähigkeiten, zumindest auf der Ebene eines Kandidaten der Wissenschaften (PhD, doctor of science) ausbilden lässt. Der Anteil solcher Spezialisten beträgt jetzt 2-3% der Bevölkerung. Das zehnmalige Wachstum des Anteils der Kandidaten der Wissenschaften kann jemand für Utopie halten, aber

wir müssen uns daran erinnern, dass vor hundert Jahren, im Jahre 1914 in Russland nur 27% der Bevölkerung gebildet waren. Jetzt sind fast 100% gebildet. 35% der Bevölkerung haben Diplome über abgeschlossene Hochschulbildung.

Zusammenfassung

Schließlich können wir sagen, dass das Vorhandensein einer signifikanten Anzahl von Menschen mit kognitiven Fähigkeiten die Bedingung für die Lösung des Problems der Informationssingularität, des exponentiellen Wachstums des Informationsflusses ist. Es sind Spezialisten mit kognitiven Fähigkeiten, die in der Lage sein werden, neues Wissen aus einem großen Strom von heterogenen Fakten zu verarbeiten, zu klassifizieren, zu verallgemeinern und zu schaffen [2].

Anscheinend ist dieses Problem am besten in den USA, Japan, China erkannt, wo bereits Diskussionen über die allgemeine Hochschulbildung geführt werden. Das überwältigende Eindringen von der Hochschulbildung im 21. Jahrhundert (wie das von der allgemeinen Alphabetisierung im 20. Jahrhundert) ist eine Bedingung für die Entstehung der kognitiven Klasse.

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WHEN TO START THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE?

Introduction

It is important when a person understands not only himself but also people around him. Understanding his or her own emotions and the emotional consequences of his or her actions, stable self-esteem, developed communication, self-motivation and self-control skills, the ability to be happy here and now – all this is what people learn throughout their lives, increasing their emotional intelligence. What if building a high EQ depends on the psychological and pedagogical environment of the newborn? This article will discuss when to start building emotional intelligence and reasons for.

Problem Statement

The need for the formation of emotional intelligence is no longer in doubt. However, there are still some questions to discuss, including the following ones: When should it be started? What are the patterns of its

formation? Which conditions promote and oppose this formation? What are the possibilities of pedagogy to ensure this process? All of this is still poorly researched, although there is a special course in some American schools, which has been introduced to help children to correctly build relationships with the outside world, relying on emotional intelligence. It is intended for teenagers.

But still, at what age and how can we help its development or formation? Is not it too late to start in adolescence? This is a question that has not been answered yet. Moreover, it does not seem to be even raised, despite the fact of the importance of emotional intelligence for the self-realization of a person.

Hypothesis and research methods

The hypothesis of my research is based on the following affirmation: it must be started as preparation of young people for the role of parents – to solve the issue completely. Dr Montessori, in the last period of her career, turned to perinatal psychology and created the program “Early Childhood Assistants”. I suppose, in the program, she has already offered tools for formation and development of the emotional intelligence of the child. My research is to analyse this issue and identify these pedagogical tools for children under three years old.

Research has already been carried out in related sciences to date. Neurology lets us realize that the child’s brain collects and structures emotionally coloured data, their connection with the physical reaction, with the physical environment (smell, colour, texture, sound) from very pregnancy. The amygdala is responsible for. Thanks to the data stored in the brain structure, we are not always aware of why we have a certain emotional reaction to what is happening.

The amygdala does not only store the experiences of the individual, but also uses the associative method of comparison: “If one main defining element of the present situation repeats an equally important element of the past, then this can be called a ‘coincidence’”. [1] It is the amygdala that tells us to react “out of habit”. The question is when these “habits” were formed and whether it is possible to influence their formation. There is an assumption that a prepared parent, whose voice and intonation, actions and reactions are imprinted in the amygdala, will be able to create the most favourable pedagogical conditions for the forma-

tion of emotional intelligence in a child.

Modern researchers note that the image of the unborn child begins to form even before pregnancy. The parent's 'engagement' in the upbringing process depends on the basic idea of the baby [2].

Today in Russia, they work with image correction at the stage of pregnancy or in cases of problems with conception. However, highly qualified work in this direction is not carried out, as well as pedagogical preparation for parenting. Such conditions give an unpredictable result in the formation of emotional intelligence in future generations, which negatively affects the life of society. This problem is at the junction of several sciences and now requires attention from pedagogy.

Conclusion

A child's emotional intelligence level is causally related to the EQ level of the adults around him. There is an assumption that we need to work in several directions:

1. *Future parents (students)*. It is necessary to increase the level of their emotional intelligence during training with psychologists. This includes resolving parent-child problems, identifying parental scenarios, working with aggression, with unconditional self-acceptance etc. Also, basic information about the development of children from birth to 3 years old must be provided, focusing on the authentic method of Maria Montessori (the effectiveness of which still needs to be proved in Russia).

2. *Pregnant women*. This task for today is successfully performed by perinatal psychologists in the field. However, expectant mothers need scientifically based information about building a home environment, about the importance of neonatal and infancy in building EQ.

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EVALUATING OUTCOMES OF NON-FORMAL EDUCATION

Introduction

The quality of education of IT specialists causes long-standing complaints both in our country and abroad [1, 3].

There is a gap between the demand of the industry and the supply of universities - a shortage of qualifications, a gap in skills; business believes that universities do not keep up with the rapidly developing industry and, as a result, can't give relevant qualifications to students [2].

In the European youth work context the division formal – non-formal – informal is broadly used and can be found in almost each and every manual for any kind of educational activities.

Government and public organizations have encouraged the validation of non-formal and informal education.

Problem Statement

The year two thousand twenty changed the way we look at education.

Non-formal education is becoming popular. How can formal and non-formal education be combined? How are the results of non-formal education taken into account?

Evaluating outcomes of learning results among other means and principles in terms of lifelong education:

- European Qualifications Framework (EQF);
- European Credit System for VET (ECVET);
- European Credit Transfer System (ECTS);
- Europass;
- European Quality Assurance Reference Framework in VET (EQAVET);
- principles and instructions for identification and validation of non-formal and informal education;
- management and consulting in the lifelong education system;
- European Association for Quality Assurance in Higher Education (ENQA).

Purpose of the Study

An important objective of lifelong education management is to increase the quality and availability of education institutions and forms, and the opportunity for the full participation of citizens in the labor market regardless of their educational status.

European institutional forms and methods interact, to create terms for the lifelong education of a person. They are fundamental for the learning process and help a person to:

- discover their own knowledge, skills and competences openly, and improve the access to education and work in one's own country and abroad;
- be informed on the possibilities of education;
- draft a plan for lifelong education, allowing for study alongside employment;
- eliminate obstacles hindering education, and improve career prospects [4].

Methodology and Research Methods

Ten key factors for qualification evaluating outcomes are identified within the lifelong education system:

- Humans are the system center.
- Methods and systems shall be focused on the integrated registration and non-standard type of the non-formal and informal education.

- Transfer of the education results.
- Role of standards.
- Evaluating outcomes shall keep the balance between current and final results.
- Transfer of education results is required and mandatory.
- Elaboration of approach for a combination of formal and non-formal education.
- Evaluating outcomes shall consider ethical standards.
- Expense and benefit strategy [4].

Findings

Transfer of the education outcomes is vital for the non-formal and informal education evaluating outcomes to become full and adequate within the qualifications system.

Conclusion

Efficient interaction methods and principles will fundamentally contribute to the modern education and training system and provide great opportunities.

Education, filled with informal content of training and education, is innovative in nature and is extremely popular in the IT industry.

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Keywords: COVID-19, university writing center, academic writing, higher education, online learning

WRITING CENTERS IN THE CONTEXT OF THE COVID-19 PANDEMIC: THREATS AND BENEFITS

Writing centers, which have become common in many universities all around the world [Writing Center Directory, 2021], are playing an important role in providing support to students in preparing their written assignments from essays to dissertations. Since 2011, writing centers started to be created in Russian universities, and as by 2017 their number reached over a dozen, the National Consortium of Writing Centers was established [Korotkina, 2016; 2018].

Although writing centers in different countries differ in their audiences, forms, and sizes, they all follow the model launched in the USA by the pioneers of writing center pedagogy around half a century ago

[Murphy & Stay, 2010; North, 2008]. This model, however, changed significantly with the spread of academic writing in non-English-speaking regions and the ‘publish or perish’ rush triggered by the institutional pressure on multilingual scholars in various geolinguistic areas [Kuteva & Mauranen, 2014]. The centers in such areas shifted their focus to helping academic rather than students, and in many cases, this meant the necessity to deliver the rhetorical and publishing conventions of the global academic discourse in a bilingual context or in the native tongue. Thus, in Russia, where the methodological and theoretical bases of academic writing have not yet been developed, the very purpose of creating writing centers appeared different and focused not on the hands-off approach applied in American and Western European universities [North, 2008] but rather on educating academics and researchers [Korotkina, 2018].

Despite their methodological, institutional, or geolinguistic differences, all university writing faced a major challenge created by the global pandemic of COVID-19. As well as other university departments and faculties, most writing centers were closed and migrated to online teaching and learning, which has not been an easy strategy to implement. Their functions were affected in terms of relationship to physical space and online technology as an alternative way of learning to rescue the academic year [Dhawan, 2020].

The stressors facing our students and teachers include more than just the move to all-online learning. The experience of online technology has been very tough given the circumstances in which teachers and students had to work from home [McBrien, Cheng, Jones, 2009]. Home environment is not always conducive to teaching and learning because there is no privacy or quiet place to focus. It might appear disturbing when a home, the place where people are used to feel safe and comfortable, is turning into an office and when their sanctuary is turning into an asylum. Another problem was that due to the lack of computer literacy at the very beginning of the pandemics, teachers experienced difficulties in working with online services [Dhawan, 2020]. Moreover, some teachers and students did not have adequate technical equipment, which is necessary to ensure a normal Internet connection and working online.

However, amid all the chaos, this period of instability introduced some positive changes. It highlighted the value of the service that writ-

ing centers offer as more faculty and students, who had not previously sought writing support, reached out. Faculty members promoted writing centers by encouraging students to make use of the services of writing centers. In an attempt to improve their performance, writing centers began providing virtual writing support to students using Zoom. This platform proved to be quite successful since it enabled audio and video communication. Tutees shared their texts via screens and engaged in active conversations with tutors [Littlefield, 2018]. In most writing centers, students are also welcome to make an appointment and attend video conferences with a writing consultant. To reserve a tutoring session in advance, it is necessary to log in to the online schedule and make sure when writing consultants are available and make an appointment at a date and time that suits your schedule.

Writing centers are developing a new methodology and ways to interact with students in the difficult conditions of the pandemic, expanding the scope of cooperation, and investing efforts in training. This activity is essential at the initial stage, however, for it helps determine the vectors of development, as well as the content of the work.

It is therefore necessary to analyze the activities of existing centers and bring them into line with global trends in academic writing [Liguori & Winkler, 2020]. Students and teachers must familiarize themselves with online learning as the pandemic will not disappear any time soon and it is highly unlikely that we will be able to commit to full campus presence in the near future. Moving with the demands of our new reality, it might be useful to adopt a flexible approach to developing new methods via online platforms. Even after fully returning to campus, writing centers plan to continue offering online writing support, which can help them embrace wider audiences and foster networking and methodological exchange between writing centers across and within countries. This will certainly be beneficial for further development of new methods and techniques applied in writing centers around the world.

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ROLE OF THE AESTHETIC COMPONENT IN SHAPING STUDENTS’ ENVIRONMENTAL EDUCATION

Introduction

The basic value of our era is humanism. Today it acquires an ecological dimension. It reflects the goals of sustainable development and is becoming a worldview platform for creating a new culture. Humanism in the context of sustainable development is the integration of the biosphere role of humanity into the meaning of the guidelines, awareness of the environmental imperative and environmentally responsible worldview.

The implementation of humanist ideas is facilitated by the humanization of education. First of all, it is a question of education in the field of environment which in Russia is known as ecological education. Humanitarization of environmental education for sustainable development means forming the basis for a culture of harmonization between society and nature, self-identification in it, cultivation of humanity, dignity, honour and environmental responsibility.

Humanitarization of environmental education is associated with general planetary changes in the modern life of the world, the nature of human thinking. It presupposes a rejection of the technocratic attitudes that have developed in the education system of the last centuries under the influence of a rationalistic approach to the world, a desire to overcome the emerging split of culture into humanitarian and technical components. The philosophy of humanitarization of environmental education comes to the need for co-evolution of man and nature, understood as “the attitude of equal partners, interlocutors in an unprogrammed dialogue and extended to everything that is outside of a person: natural processes, another person, the values of another culture” [2]. The essence of humanitarian environmental education is the possibility of nurturing the humanitarian thinking of the younger generation. The space for the development of humanitarian thinking acquires, according to GI Gerasimov, “the character of a cultural and educational space as a space for the formation and development of a universally equipped, creative and dynamic personality, capable of cognition, design and social interaction” [1, p.132]. Consequently, the restructuring of education consists in changing the content of education (E.N. Gusinsky and Yu.I. Turchaninova, V.P. Zinchenko, N.S. Rozov, S.S. Sheveleva). The content of education, according to scientists, should include the basic elements of culture, and not the “foundations of science” assimilated into subjects. On this basis, the main idea of the new content of environmental education is the transition to a culture-consistent school. Modern scientists (A.I. Adamsky, O. Dolzhenko, V.P. Zinchenko, etc.) have substantiated the integrity of human perception of the surrounding world, therefore, strictly subject-based teaching is unnatural for human nature. Hence, humanitarization is designed to solve the problem of the loss of integrity by modern man. Accordingly, for the construction of the modern content of environmental education, substantive principles are not enough, “the entire structure of human consciousness and his personality must be affected” [3, p. 158].

In the context of these considerations, it would be important to investigate the role of the aesthetic component of the content of environmental education as a potential direction of its humanitarization.

Purpose of the study: to substantiate the role of the aesthetic component of environmental education as a potential means of its humanitarization.

Methodology

Our research is devoted to pedagogical problems of humanization of environmental education of younger schoolchildren by means of development of its aesthetic component. Practice shows that the content of general environmental education continues to be based on a science centric type. There is an obvious deficit of its culturological orientation, including its moral and aesthetic orientation.

The value of the aesthetic in culture is presented in the works of A.F. Los-ev, I.V. Klyueva, V.V. Bychkov, Yu.B. Borev, E.V. Volkova, A.F. Eremeev, M.S. Kagan, L. Stolovich, V.P. Shestakov, E.G. Yakovleva and others.

The methodological significance of the aesthetic in the process of humanization and humanization of education is reflected in the works of I.V. Klyueva, V.N. Lipsky, M.S. Kagan, T.F. Kuznetsova, I.F. Suna, L.S. Sysoeva, etc.

The role of the aesthetic component of the content of environmental education was studied by I.D. Zverev, A.N. Zakhlebny, E. N. Dzyatkovskaya, N. A. Ryzhova, E.A. Grineva, I.V. Aryabkina, L.P. Pechko, N.G. Kuprina, A.K. Shulzhenko, I.V. Abdrashitova, N. Kh. Nagaeva, V.V. Leshchinskaya, N.V. Koinova, A. Zh. Ovchinnikova, G.S. Fedkov and others.

Findings

The novelty of our study is related to the solution of the problem of designing the aesthetic component of the content of primary environmental education based on the culturological theory of V.V. Kraevsky's theory; development of modern ways of organizing the process of environmental education, as well as updating the approach to the aesthetic component itself. It is important to overcome the attitudes formed in society towards understanding the aesthetics of nature as its beauty and ideal. In consumer society, this understanding of the aesthetics of nature justifies environmental vandalism. We base our environmental and aesthetic education on accepting the uniqueness and value of the aesthetic expression of all natural objects. We consider the aesthetics of nature inextricably linked with the aesthetics of the man-made world and the aesthetics of human relations with each other. We implement the main approach of environmental education for sustainable development: the world is one, everything in it is interconnected: environmental, economic and social processes. Sustainable development is based on the

culture that we must shape at school.

The results of our research can be introduced into the work of primary school teachers, the pedagogical practice of students – future teachers, the content of additional professional education of teachers.

Conclusion

At the moment, theory and educational practice are developing ways to overcome the course towards consumerism. Work is underway to direct the student's personality towards objects and phenomena not of aesthetic perfection, but of aesthetic and artistic expressiveness. Introduced into the learning process “green axioms” that contribute to the growing generation's awareness of the value of natural and cultural diversity, the consequences of excessive consumption, the need to develop “nature-like” technologies. Metaphors are actively used, both verbal and visual, acting as a bridge of rational and irrational, thought and feeling, external and essential. Work is underway to develop ecological and aesthetic educational situations that can help students to understand the boundaries of their knowledge - ignorance of the relationship “nature - man, society - the world of things”, to motivate them to develop ecological culture in themselves and in their environment.

Thus, the aesthetic component of environmental education has a great pedagogical humanistic potential, it is important for accepting the uniqueness and value significance of not only natural objects, but also man-made ones, and on this principle - of every person. The essence of the sustainable development paradigm is that the culture of human relations with society, the culture of relations with the material world of things and the culture of relations with nature should be complementary and conditional parts of a single whole, and one of the cementing principles of such integrity can be their aesthetic component.

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THE TECHNOLOGIES FOR FORMING STUDENTS' SELF-ORGANIZATION EXPERIENCE IN FOREIGN LANGUAGE LEARNING

Introduction

By self-organization we mean the ability of a person to subordinate his life activity to a specific goal, to plan rationally his actions and time resources, to overcome distracting impulsive desires by an effort of will [1] [8] [11].

Problem Statement and Purpose of the Study

Our task was to present the process of language learning as a project activity aimed at developing students' experience of self-organization. Therefore, it was necessary to study the components, criteria, and signs of the formation of self-organization experience, to identify the pedagogical conditions for the development of this experience at different levels and to plan the stages of this quality formation.

Methodology

The research is based on the methods of the competence approach (I. A. Zimnaya, V. A. Bolotov, A.V. Khutorskoy, etc.) [2], personal-oriented approach (V. V. Serikov, E. V. Bondarevskaya, I. S. Yakimanskaya, A. A. Alekseev, A.V. Khutorskoy, etc.) [3] [4] [8] [10] and activity approach (M. S. Kagan, L. S. Vygotsky, A. N. Leontiev and others) [6].

Findings

Based on the analysis of psychological and pedagogical literature in the structure of self-organization as a personal quality, we have determined such **components** as: motivational; gnostic; procedural; individual and personal component.

Then the following **criteria** of self-organization development were chosen, for example: the knowledge of the principles and conditions of self-organization; the ability to set goals and make plans; the ability to use rationally the resource of time; the skills of introspection, self-control, self-assessment, etc.

Taking into account these criteria of self-organization experience, we have designed **pedagogical situations** that can stimulate the development of this quality, for instance: the situation of the actualization of interest in new achievements; the situation of communicative success; the situation of acquaintance with the rational rules of learning, methods of self-organization and self-mobilization; the situation of goal-setting and making efforts to achieve the purpose; the situation of “victory over oneself”, which requires giving up an easy and pleasant pastime to achieve a goal; the situation of gaining experience of reflection and self-assessment; the situation of creative self-expression in the process of educational activities; and others.

Here are some examples of these situations from our experimental work.

For instance, in order to indicate the prospects of using a foreign language, I offered the discussions of such questions as: “Does a person need education? Why?” or “Why does a person need to know a foreign language today?” The students had to present the results of the discussion in the form of a mind-map.

Also, the case-study method was applied. To give students an incentive for language acquisition, I used the examples of life situations. As

resources for such motivating life cases, I used blogs and real stories of bloggers about their experience of language learning, for example: the experience of young people in learning a foreign language through travelling and their video blog at YouTube; experience of language study abroad; a blog about the life in the USA; BBC news and blogs, etc. [5]

Besides, there are many blogs on Instagram, so students were encouraged to subscribe to successful bloggers who study and teach a foreign language, watch their stories, publications, communicate with them (@kaleanderss and others).

We also used gaming technologies such as role-play. In order to “inspire” the students with language success, I proposed various situations, real or that imitate real ones, with different interlocutors (with senior students and native speakers). For example, for a start the students had to present themselves but with different partners, then with different roles on the cards with tasks.

Moreover, the students were offered to register and communicate with native speakers on such Internet portal for learning languages as Tandem [9].

Also, other role-play games were proposed (for example, for developing the ability of planning): *“Your boss instructed you to prepare a plan for organizing an art exhibition with foreign partners. What plan would you present to him?”* Whatever role the student played, he had to demonstrate knowledge of the principles of planning and goal setting, for instance, using the principles of SMART goal setting.

In order to get acquainted with the methods of self-organization, I used the excerpts from “The 7 Habits of Highly Effective People” by Stephen R. Covey, “The One Thing...” by Gary Keller, the videos of successful teachers and coaches, for example: Sergey Petrov and his principles of learning languages, Jim Kwick with his “Superbrain” program, and so on.

The experience has shown that the project method contributes to the aforesaid situations. For example, I used the following role-based project: students were invited by their peers from a foreign partner college to visit the target-language country. They were also invited to the birthday of one foreign student. So, a small problem arose: how to behave at the party, what to present, how to congratulate, what to talk about, how to dress in this situation? At the same time, according to a legend, the

birthday boy was the son of a doctor (musician / businessman / politician), he is fond of pop music, swimming, he enjoys going to the cinema, etc. For all participants, the teacher in advance prepared the role cards with the legends of all the characters. All the “heroes” had to study in detail the traditions of a foreign country so that later in the classroom students, according to their roles, could discuss the problems of preparing for the visit. Then the day of the celebration was appointed, and everything was played out in detail with an imitation of the entire procedure as it is normal in the target-language country. The students had to organize themselves to find the necessary information about the traditions, to play their roles correctly [7, p. 250].

Conclusion

Thus, in this work we considered the possibilities of using pedagogical technologies for creating situations that stimulate the development of students’ self-organization. The components of self-organization, criteria and their signs were represented with the examples of creating pedagogical situations using technologies that can help students simultaneously acquire the language material and gain experience of self-organization.

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INTERACTION OF FORMAL AND NON-FORMAL EDUCATION FOR SENIOR STUDENTS'S LEARNING TRAJECTORIES APPROACH

Introduction

The paper focuses on the theoretical and methodological issues of formal and non-formal interaction to provide learning trajectories approach for senior students. Learning trajectories describe the goals of learning, thinking and learning processes of senior students, and learning activities of non-formal education in which they might be engaged.

Problem Statement

The interaction of formal and non-formal education is supposed to compensate for deficits of formal education; to meet the individual learning needs of senior students through non-formal forms.

To achieve the goal of bridging the gap between in-school and out-of-school learning, we need to get involved into analysis of non-formal pedagogical practices and analyze the current interaction models between formal and non-formal education to provide learning trajectories approach.

Purpose of the study: to show an interaction of formal and non-formal education to meet the senior students' individual learning needs and to provide learning trajectories approach.

Methodology and research methods

The methods used in this research include analysis of Russian and foreign academic literature, analysis, interviews, questionnaires, educational publications. Analysis of Russian and foreign academic literature on the conceptualization of formal education and non-formal education makes a distinction between formal and non-formal situations or practices.

Formal education occurs within organized structured context and leads to a formal recognition (diploma, certificate) in an education or training institution (school, university) [1].

Non-formal education does not lead to certification (apprenticeships, work-related trainings, training programs in the workplace, private lessons) [1; 2].

Non-formal education can be regarded as '*learning by doing*'. Non-formal education as a term has caused a considerable discussion. According to the classification of the Australian scientist A. Kedrayate, who specialized in Non-formal Education. Non-formal education as a concept can be viewed into three perspectives.

Non-formal education as a Process is oriented to compensate for the shortage of the current formal education. Non-formal education is also used for functional literacy to enhance skills and competence in job-related activities. *Non-formal education as a System* has been conceptualized in relation to the limitation of formal education to meet students' learning needs. Non-formal education is contrasted to formal education according to five themes: Purpose, Timing, Contents, Delivery and Control [4].

Table 1: The Concept of Non-Formal Education by A. Kedrayate

	Formal	Non-formal
Purpose	Long-term and general	Short-term and specific
Timing	Long Cycle Full-time	Long Cycle Full-time
Content	Academic Input-centred Standardized	Practical Output Centred Individualized

Delivery system	Institution-based	Environment based Community-related Flexibly structured
Control	External Hierarchical	Self-governing Democratic

Also, the following distinction between formal and non-formal education was given by Simkins in Table 2. The table displays the differences in terms of the purpose, timing, content, delivery system and level of control [5].

Table 2: Models of Formal and Non-formal Education adapted from Simkins

Differences	Formal Education	Non-formal Education
Purpose	Long-term and general Certified	Short-term and specific Certificate not necessarily the main purpose
Timing	Full-time	Part-time
Content	Standardized Academic Entry requirements determine	Individualized Practical Entry requirements determine Clientele determine the entry clientele requirements
Delivery system	Institution-based, isolated from environment Teacher-centered Resource intensive	Flexible, Learner-centered Resource efficient
Control	External/hierarchical	Self-governing/democratic

Non-formal education as a setting acknowledges the importance of an informal climate in non-formal activities (flexible, less structural methods of learning). These methods include singing, dancing, storytelling, games on the job experience, apprentice model, model demonstration.

Findings

We classified forms of non-formal education into three major groups according to the widespread non-formal practices.

1. Classification based on levels of education (early childhood education; primary education; lower secondary education; upper secondary education);

2. Classification based on deficits of formal education (tutoring) or professional deficits (online academy «Arzamas»¹; the Career Guidance proektoria.online² and KidZania theme park for students).

3. Classification based on teacher-student interaction (offline /online forms). Volunteer programs, intensive summer courses, tutoring, students' exchange programs are supposed to consider as offline non-formal forms. Online forms include online schools, online tutoring, online groups on social networking sites VKontakte [3].

Conclusion

We were studying the experience of state schools, private schools and non-formal pedagogical practices including private tutoring in the Russian Federation. Thus, we identified the factor to provide learning trajectories approach to meet the senior students' individual learning needs through the interaction of formal and non-formal education. The result revealed that the interaction of formal and non-formal education can be regarded as the key factor to provide learning trajectories for senior students and increase their academic motivation.

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¹ <https://arzamas.academy/courses>

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PROBLEMS OF TEACHING THE RUSSIAN LANGUAGE IN UNIVERSITIES OF LATIN AMERICA

Introduction

Teaching a foreign language is an effective method for transmitting culture and values. The Russian language has been taught in Latin America since the second half of the 20th century. It was established in Latin American region according to the socio-economic prerequisites and the geopolitical situation of that period.

Problem Statement

Nowadays the popularity of the Russian language in Latin American countries is being increased. However, the quality of the Russian language teaching in many of these countries has significantly decreased compared to the level of the 1960s - 1970s. [1]

Purpose of the Study

The aim of the article is to reveal the main problems of teaching and learning Russian as a foreign language in the universities of Latin America at the present stage.

Research Methods

The methods used for obtaining data are theoretical analysis, statistical analysis, comparative analysis.

Findings

According to the results of the research, these problems are:

- The number and qualifications of the Russian language teachers. The profession of teaching RFL became unnecessary in the 1990s and most of the qualified teachers returned to their motherland. The situation that observed in the early 1960s has returned: teaching RFL is taught by to immigrants-native speakers of the language without specialized education, and foreigners who studied Russian in universities of the USSR and modern Russia. Thus, the quality of teaching has also declined. [2]

- A lack of modern teaching books and course books that take into account the socio-cultural and linguistic characteristics of Latin American countries. Many universities continue to teach Russian using course books published in the USSR. Despite the good quality of these manuals in terms of methodology, they have some disadvantages. The vocabulary of the language has changed: many words are not relevant or have changed their meaning. This fact makes the teaching process difficult and inflexible. There are some educational textbooks made for Latin American students. However, they are not as effective as manuals of soviet period. In addition, most of them are not adapted to the modern socio-cultural conditions of the region. The peculiarity of such manuals lies only in the presence of the explanation of grammatical rules in Spanish and the availability of a glossary. Providing the region with educational and methodological literature is also difficult since it does not have a centralized organization. These are private wholesale purchases in the Russian Federation and further distribution across the countries of the region on a commercial basis. [2; 3]

- A lack of massive support for government programs in Latin American universities from the Russian Federation. The emphasis is on pro-

viding scholarships for Latin American students who want to study at Russian universities. This is the main factor that reduces the availability of the Russian language learning. As a result, students' motivation to study it decreases [4].

Conclusion

However, Latin America is in the sphere of Russia's geopolitical interests. Solving these problems could contribute to the wide spread of the Russian language and culture in the region. In addition, it could help with the consolidation of socio-cultural ties.

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PEDAGOGICAL SUPPORT FOR COGNITIVE INTEREST IN YOUNGER SCHOOLCHILDREN WITH LEARNING DIFFICULTIES

Introduction

The problem of forming cognitive interest in children is relevant for modern Russian schools and is in the focus of attention of researchers and practical teachers. Cognitive interest is an important factor in learning and personal development. It activates all the cognitive activity of the child and the mental processes that underlie the creative and research activities of a person. It manifests itself in intellectual activity, selective focus on academic subjects, cognitive drivers, emotional and values-based attitude of schoolchildren towards study.

Purpose of the study

Many studies have been devoted to the problem of cognitive interest, the conditions and ways of rise of cognitive interest, and the factors influencing development. It is important to study the manifestations, signs by which it is possible to judge the presence of cognitive interest in

schoolchildren, teaching methods and techniques that cause the interest or leave them neutral or make them disengaged with learning, causing educational difficulties of younger schoolchildren. The questions of development of cognitive interest in younger schoolchildren with learning difficulties are urgent for both pedagogical theory and wide-scale school practices and will determine the need to find innovative methods and techniques for solution. The purpose of this study is to develop the basics of pedagogical support for cognitive interest in schoolchildren, which would allow to identify relation of cognitive interest to educational interest, to explain the reasons for their decline in younger schoolchildren, and relation to the occurrence of educational difficulties in schoolchildren; to substantiate a set of measures, methodological techniques and solutions that contribute to the development of educational and cognitive interests.

Methodology and research methods

The research methodology is of a complex, interdisciplinary nature, - it is based on the social, psychological and pedagogical foundations of the abhorrence of interest that would reveal and explain the relationship between the concepts of “cognitive interest”, “cognitive activity”, and “cognitive independence”, and the development of interest in younger schoolchildren to educational activities. The study used a set of methods: (1) theoretical methods - analysis of sources of the problem, (2) empirical methods (questionnaires, testing, interviews), expert assessment, study of pedagogical documents, and observation. (3) statistical methods - ranking and mathematical and statistical processing of results obtained during the study.

Findings

Cognitive interest is an important fusion for the development of individual mental processes; on the one hand, these are intellectual manifestations: an active search, guess, research approach, willingness to solve problems; on the other hand, these are emotional manifestations: the emotion of wonder, the sense of expecting something new, the sense of intellectual joy, the sense of achievement, plus the effort as an important element. In pedagogical practice, cognitive interest is considered not only as an external stimulus for training and education, but also as

an internal peculiar process of the schoolchild's personality itself, affecting its most significant aspects. Cognitive interest contributes to the development of mental functions, personal formations, and voluntary behavior of the child [6, 3].

The results of research carried out by modern physiologists, psychologists and neuropsychologists indicate that during primary school age, qualitative and structural changes in the child's brain will occur, which indicate a kind of readiness of brain structures to carry out complex mental activities that accompany the process of assimilation of new knowledge, acquisition of new skills and abilities. At the same time, researchers also noted delayed maturation of brain structures, which is the cause of educational difficulties in schoolchildren, as also poor academic performance. Educational difficulties in younger schoolchildren are characterized by the lack of real motives for learning, skills of educational work, developed rational ways of mental work, weak abilities to learn, inability to manage their own psychological processes (concentration, memory acquisition), etc. As a result, we can see a decrease in cognitive interest, and loss of educational interest to harder subjects at school. The reasons for educational difficulties in younger schoolchildren are explained by researchers not only by overall unpreparedness of children for school. Psychologists and neuropsychologists consider the occurrence of educational difficulties in younger schoolchildren as manifestations of a temporary nature, subject to the degree of maturation of individual functional systems (M. M. Bezrukikh, L. L. Sirotyuk, L. P. Slobodyanik, O. V. Andreeva, R. Sinclair, E. N. Dzyatkovskaya, etc.) The different nature of the occurrence, nature of the manifestation and development of educational difficulties in younger schoolchildren necessitates different approaches in overcoming and preventing the difficulties (pedagogical, psychological, neuropsychological approaches) [1, 2].

Policy documents relating to school, and psychology and pedagogical literature devoted to questions of development of cognitive interest in contemporary schoolchildren and the role of the interest for educational motivation of schoolchildren tend to highlight the need to find innovative methods, tools and forms in preparing children for learning and self-education, and to trigger their cognitive activities. Pedagogical support is work done by teachers, which involves the activation of all personal and institutional resources necessary for the implementation

of effect of a particular process, and for effective problem solving (V. A. Slastenin, A. I. Timonin) [4, 5].

Conclusion

Most of the learning difficulties of younger schoolchildren are of neuropsychological nature and will cause a decrease in cognitive and educational interest, raising difficulties in teaching children. The novelty of this study is the development of the basics of pedagogical support for cognitive interest in children with learning difficulties as a set of organizational and pedagogical conditions; psychological and pedagogical, methodological, and organizational and technological methods and techniques, as a process managed by teachers using all available personal and institutional resources to achieve positive results.

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