

# СОВРЕМЕННОЕ ОБРАЗОВАНИЕ



*nota bene*

## Выходные данные

Номер подписан в печать: 02-05-2024

Учредитель: Даниленко Василий Иванович, w.danilenko@nbpublish.com

Издатель: ООО <НБ-Медиа>

Главный редактор: Неволина Виктория Васильевна, доктор педагогических наук, кандидат психологических наук, nevolina-v@yandex.ru

ISSN: 2409-8736

Контактная информация:

Выпускающий редактор - Зубкова Светлана Вадимовна

E-mail: info@nbpublish.com

тел.+7 (966) 020-34-36

Почтовый адрес редакции: 115114, г. Москва, Павелецкая набережная, дом 6А, офис 211.

Библиотека журнала по адресу: [http://www.nbpublish.com/library\\_tariffs.php](http://www.nbpublish.com/library_tariffs.php)

## Publisher's imprint

Number of signed prints: 02-05-2024

Founder: Danilenko Vasiliy Ivanovich, w.danilenko@nbpublish.com

Publisher: NB-Media Ltd

Main editor: Nevolina Viktoriya Vasil'evna, doktor pedagogicheskikh nauk, kandidat psikhologicheskikh nauk, nevolina-v@yandex.ru

ISSN: 2409-8736

Contact:

Managing Editor - Zubkova Svetlana Vadimovna

E-mail: info@nbpublish.com

тел.+7 (966) 020-34-36

Address of the editorial board : 115114, Moscow, Paveletskaya nab., 6A, office 211 .

Library Journal at : [http://en.nbpublish.com/library\\_tariffs.php](http://en.nbpublish.com/library_tariffs.php)



## Editorial collegium

**Svetlana V. Pazukhina** – Doctor of Psychological Sciences, Associate Professor, Federal State Budgetary Educational Institution of Higher Education "Tolstoy Tula State Pedagogical University"300026, Tula, Lenin Avenue, [125pazuhina@mail.ru](mailto:125pazuhina@mail.ru)

**Arinushkina Anna Aleksandrovna** – Doctor of Pedagogical Sciences, FGBNU IUO RAO. Center for Informatization of Education of the Federal State Budgetary Scientific Institution "Institute of Education Management of the Russian Academy of Education", Chief Researcher, 5/16 Makarenko str., Moscow, 105062, [anna.arin@mail.ru](mailto:anna.arin@mail.ru)

**Kaminskaya Elena Albertovna** – Doctor of Cultural Studies, ANO VO "Institute of Contemporary Art", Vice-rector for Educational and Methodological work, Professor of the Department of Directing theatrical performances and holidays, 121309, Moscow, Novozavodskaya str., 27A, [kaminskayae@mail.ru](mailto:kaminskayae@mail.ru)

**Polyakov Viktor Pavlovich** – Doctor of Pedagogical Sciences, Professor, Chief researcher of the Laboratory of Psychological, Pedagogical and Educational methodological support for the development of Informatization of Education of the Center for Informatization of Education of the Federal State Budgetary Scientific Institution "Institute of Education Management of the Russian Academy of Education", 105062, Moscow, Makarenko str., 5/16, p. 1B, [polvikpal@mail.ru](mailto:polvikpal@mail.ru)

**Doroфеев Andrey Viktorovich** – Doctor of Pedagogical Sciences, Candidate of Physical and Mathematical Sciences, Professor Federal State Budgetary Educational Institution of Higher Education "Bashkir State Pedagogical University named after M. Akmulla", Department of Pedagogy and Psychology of Vocational Education, 450000, Russia, Republic of Bashkortostan, Ufa, Oktyabrskaya revolutsii str., 3a

**Maltseva Anna Vasilyevna** – Doctor of Sociology, Member of the Expert Advisory Council of VTSIOM, Associate Professor, St. Petersburg State University, Department of Social Analysis and Mathematical Methods in Sociology, 191124, Russia, Leningrad region, St. Petersburg, Smolny str., 1/3, 9th entrance, office 256

**Shulgina Olga Vladimirovna** – Doctor of Historical Sciences, Candidate of Geographical Sciences, Professor, Moscow City Pedagogical University, Department of Geography, 129226, Russia, Moscow, 2nd Agricultural Ave.

**Aleksashkina Lyudmila Nikolaevna** – Doctor of Pedagogical Sciences, Leading researcher at the Center for Social and Humanitarian Disciplines of the Institute of Educational Development Strategy of the Russian Academy of Education. 16 Zhukovsky str., Moscow, 101000, Russia

**Fyodor Ivanovich Girenok** – Doctor of Philosophy, Professor, Deputy Head of the Department of Philosophical Anthropology and Complex Human Studies at Lomonosov Moscow State University. 119234, Moscow, Leninskie Gory, Moscow State University, educational and scientific building "Shuvalovsky", [girenok@list.ru](mailto:girenok@list.ru)

**Gogiberidze Georgy Medzhidovich** – Doctor of Pedagogical Sciences, Professor Professor of the Department of Sociology and Political Science of the Moscow City Pedagogical University. Russia, Central Federal District, 127006, Moscow, Karetny Ryad str., 2

**Gubman Boris Lvovich** – Doctor of Philosophy, Professor, Head of the Department of Tver State University. Russia, G. Tver, Zhelyabova Street, house 33, office 18

**Dmitrenko Tatiana Alekseevna** — Doctor of Pedagogical Sciences, Professor. Professor of the Department of Foreign Language Teaching Methodology at Moscow Pedagogical State University. Russia, Central Federal District, 127006, Moscow, Karetny Ryad str., 2

**Lapin Nikolay Ivanovich** — Corresponding Member of the Russian Academy of Sciences, Doctor of Philosophy, Professor, Head of the Department of Axiology and Philosophical Anthropology of the Russian Academy of Sciences Institute of Philosophy of the Russian Academy of Sciences. Russia, 109544, Moscow, Bolshaya Andronevskaya str., 5. p.1

**Lecturer Vladislav Alexandrovich** — Academician of the Russian Academy of Sciences, Doctor of Philosophy, Professor, Head of the Sector of the Theory of Cognition of the Institute of Philosophy of the Russian Academy of Sciences. Russia, 119049, Moscow, Maronovsky Lane, 26

**Valery A. Lukov** — Doctor of Philosophy, Professor, Vice-Rector for Research and Publishing, Head of the Institute of Fundamental and Applied Research of the Moscow University of the Humanities. Russia, 111395 Moscow, ul. Youth, 5

**Reznik Yuri Mikhailovich** — Doctor of Philosophy, Professor, Chief Researcher of the Institute of Philosophy of the Russian Academy of Sciences, Chief Editor of the journal "Personality. Culture. Society". Russia, 119234, Moscow, Leninskie Gory, Moscow State University, educational and scientific building "Shuvalovsky".

**Ryleva Anna Nikolaevna** — Doctor of Cultural Studies, Chief Researcher and Head of the Center for Continuing Cultural Education of the Russian Institute of Cultural Studies. Russia, 119072 Moscow, Bersenevskaya nab., d.18-20-22 , page 3

**Irina N. Sizemskaya** — Doctor of Philosophy, Chief Researcher of the Institute of Philosophy of the Russian Academy of Sciences. Russia, 119049, Moscow, Maronovsky Lane, 26

**Elvira Maratovna Spirova** — Doctor of Philosophy, Head of the Department of the History of Anthropological Teachings of the Institute of Philosophy of the Russian Academy of Sciences. Russia, 119049, Moscow, Maronovsky Lane, 26

**Alexander N. Chumakov** — Doctor of Philosophy, Professor, First Vice-President of the Russian Philosophical Society. Russia, 119991, Moscow, Leninskie Gory, 1, p. 13A (building B), fourth academic building, Faculty of Global Processes

**Shapovalov Vladimir Ivanovich** — Doctor of Pedagogical Sciences, Candidate of Psychological Sciences, Associate Professor, Professor of the Department of Economics and Management of Sochi State University, First Vice-Rector of the Institute of Continuing Professional Education. 45 Lenin Avenue, Elektrostal, 144003, Russia.

**Ishchuk Tatiana Leonidovna** - Doctor of Economics, Associate Professor, Professor of the Department of Finance and Accounting of the Institute of Economics and Management of the National Research Tomsk State University. 36 Lenin Ave., Tomsk, 634050, Russia, tana.itl@mail.ru

**Ermakov Dmitry Sergeevich** - Doctor of Pedagogical Sciences, Professor of the Department of Psychology and Pedagogy of the Philological Faculty of the Peoples' Friendship University of Russia. Russia, 117198, Moscow, Miklukho-Maklaya str., 6.

**Nadezhda Oskarovna Bleikh** - Doctor of Historical Sciences, K.L.Khetagurov North Ossetian State University, Professor of the Psychology Department of the Faculty of Psychology and Pedagogy, Vladikavkaz, ul. Vladikavkazskaya, 16, sq. 32, 362043, Russia, Republic of North Ossetia-Alania, Vladikavkaz, [nadezhda-blejkh@mail.ru](mailto:nadezhda-blejkh@mail.ru)

**Gelman Viktor Yakovlevich** - Doctor of Technical Sciences, I.I. Mechnikov Northwestern State Medical University of the Ministry of Health of Russia, Professor, 196066, Russia, Saint Petersburg, Aviatsionnaya str., 9, sq. 31, [gelm@sg2104.spb.edu](mailto:gelm@sg2104.spb.edu)

**Dorofeev Andrey Viktorovich** - Doctor of Pedagogical Sciences, Bashkir State Pedagogical University named after M. Akmulla, Scientific Director of the Center for Scientific and Technical Integration, 450008, Russia, Republic of Bashkortostan, Ufa, Oktyabrskaya revolutsii str., 3a, room 401, [an-dor2010@mail.ru](mailto:an-dor2010@mail.ru)

**Kulikovskaya Irina Eduardovna** - Doctor of Pedagogical Sciences, Federal State Autonomous Educational Institution of Higher Education "Southern Federal University", Head of the Department of Preschool Education, 344038, Russia, Rostov-on-Don, Dneprovsky str., 116, office 120, [iekulikovskaya@sfedu.ru](mailto:iekulikovskaya@sfedu.ru)

**Nevolina Victoria Vasilyevna** - Doctor of Pedagogical Sciences, Orenburg State Medical University, Professor, Orenburg State University, Professor, 460040, Russia, Orenburg, Mira, 8A, sq. 10, [nevolina-v@yandex.ru](mailto:nevolina-v@yandex.ru)

**Alexey V. Novikov** - Doctor of Pedagogical Sciences, Federal State Institution "Research Institute of the Federal Penitentiary Service of Russia", Chief Researcher, Astrakhan State University, Professor of the Department of Criminal Law, 140072, Russia, Moscow region, village. Tomilino, Pushkin str., 59B, -, [novikov.pravo@mail.ru](mailto:novikov.pravo@mail.ru)

**Rubtsova Nadezhda Evgenievna** - Doctor of Psychological Sciences, ANO VO "Russian New University", Professor of the Department of General Psychology and Labor Psychology, 170008, Russia, Tver region, Tver, ul. Sklizkova, house 27, building 1, sq. sq. 77, [hope432810@yandex.ru](mailto:hope432810@yandex.ru)

**Suslova Iya Borisovna** - Doctor of Pedagogical Sciences, International Innovation University, Vice-Rector for Research, 354000, Russia, Krasnodar Krai region, Sochi, Pervomayskaya str., 6, office 6, [suslova.iya@yandex.ru](mailto:suslova.iya@yandex.ru)

**Tagarieva Irma Rashitovna** - Doctor of Pedagogical Sciences, Federal State Budgetary Educational Institution of Higher Education "Bashkir State Pedagogical University named after M. Akmulla", Deputy Scientific Director of the Research Institute of Educational Development Strategy, 450077, Russia, Republic of Bashkortostan, Ufa, Engels str., 1/1, sq. 56, [irma\\_levina@mail.ru](mailto:irma_levina@mail.ru)

## Требования к статьям

Журнал является научным. Направляемые в издательство статьи должны соответствовать тематике журнала (с его рубрикатором можно ознакомиться на сайте издательства), а также требованиям, предъявляемым к научным публикациям.

Рекомендуемый объем от 12000 знаков.

Структура статьи должна соответствовать жанру научно-исследовательской работы. В ее содержании должны обязательно присутствовать и иметь четкие смысловые разграничения такие разделы, как: предмет исследования, методы исследования, апелляция к оппонентам, выводы и научная новизна.

Не приветствуется, когда исследователь, трактуя в статье те или иные научные термины, вступает в заочную дискуссию с авторами учебников, учебных пособий или словарей, которые в узких рамках подобных изданий не могут широко излагать свое научное воззрение и заранее оказываются в проигрышном положении. Будет лучше, если для научной полемики Вы обратитесь к текстам монографий или диссертационных работ оппонентов.

Не превращайте научную статью в публицистическую: не наполняйте ее цитатами из газет и популярных журналов, ссылками на высказывания по телевидению.

Ссылки на научные источники из Интернета допустимы и должны быть соответствующим образом оформлены.

Редакция отвергает материалы, напоминающие реферат. Автору нужно не только продемонстрировать хорошее знание обсуждаемого вопроса, работ ученых, исследовавших его прежде, но и привнести своей публикацией определенную научную новизну.

Не принимаются к публикации избранные части из диссертаций, книг, монографий, поскольку стиль изложения подобных материалов не соответствует журнальному жанру, а также не принимаются материалы, публиковавшиеся ранее в других изданиях.

В случае отправки статьи одновременно в разные издания автор обязан известить об этом редакцию. Если он не сделал этого заблаговременно, рискует репутацией: в дальнейшем его материалы не будут приниматься к рассмотрению.

Уличенные в плагиате попадают в «черный список» издательства и не могут рассчитывать на публикацию. Информация о подобных фактах передается в другие издательства, в ВАК и по месту работы, учебы автора.

Статьи представляются в электронном виде только через сайт издательства <http://www.enotabene.ru> кнопка "Авторская зона".

Статьи без полной информации об авторе (соавторах) не принимаются к рассмотрению, поэтому автор при регистрации в авторской зоне должен ввести полную и корректную информацию о себе, а при добавлении статьи - о всех своих соавторах.

Не набирайте название статьи прописными (заглавными) буквами, например: «ИСТОРИЯ КУЛЬТУРЫ...» — неправильно, «История культуры...» — правильно.

При добавлении статьи необходимо прикрепить библиографию (минимум 10–15 источников, чем больше, тем лучше).

При добавлении списка использованной литературы, пожалуйста, придерживайтесь следующих стандартов:

- [ГОСТ 7.1-2003 Библиографическая запись. Библиографическое описание. Общие требования и правила составления.](#)
- [ГОСТ 7.0.5-2008 Библиографическая ссылка. Общие требования и правила составления](#)

В каждой ссылке должен быть указан только один диапазон страниц. В теле статьи ссылка на источник из списка литературы должна быть указана в квадратных скобках, например, [1]. Может быть указана ссылка на источник со страницей, например, [1, с. 57], на группу источников, например, [1, 3], [5-7]. Если идет ссылка на один и тот же источник, то в теле статьи нумерация ссылок должна выглядеть так: [1, с. 35]; [2]; [3]; [1, с. 75-78]; [4]....

А в библиографии они должны отображаться так:

[1]  
[2]  
[3]  
[4]....

Постраничные ссылки и сноски запрещены. Если вы используете сноски, не содержащую ссылку на источник, например, разъяснение термина, включите сноски в текст статьи.

После процедуры регистрации необходимо прикрепить аннотацию на русском языке, которая должна состоять из трех разделов: Предмет исследования; Метод, методология исследования; Новизна исследования, выводы.

Прикрепить 10 ключевых слов.

Прикрепить саму статью.

Требования к оформлению текста:

- Кавычки даются углками (« ») и только кавычки в кавычках — лапками (“ ”).
- Тире между датами дается короткое (Ctrl и минус) и без отбивок.
- Тире во всех остальных случаях дается длинное (Ctrl, Alt и минус).
- Даты в скобках даются без г.: (1932–1933).
- Даты в тексте даются так: 1920 г., 1920-е гг., 1540–1550-е гг.
- Недопустимо: 60-е гг., двадцатые годы двадцатого столетия, двадцатые годы XX столетия, 20-е годы XX столетия.
- Века, король такой-то и т.п. даются римскими цифрами: XIX в., Генрих IV.
- Инициалы и сокращения даются с пробелом: т. е., т. д., М. Н. Иванов. Неправильно: М.Н. Иванов, М.Н. Иванов.

## **ВСЕ СТАТЬИ ПУБЛИКУЮТСЯ В АВТОРСКОЙ РЕДАКЦИИ.**

**По вопросам публикации и финансовым вопросам** обращайтесь к администратору Зубковой Светлане Вадимовне  
E-mail: [info@nbpublish.com](mailto:info@nbpublish.com)  
или по телефону +7 (966) 020-34-36

## **Подробные требования к написанию аннотаций:**

Аннотация в периодическом издании является источником информации о содержании статьи и изложенных в ней результатах исследований.

Аннотация выполняет следующие функции: дает возможность установить основное

содержание документа, определить его релевантность и решить, следует ли обращаться к полному тексту документа; используется в информационных, в том числе автоматизированных, системах для поиска документов и информации.

Аннотация к статье должна быть:

- информативной (не содержать общих слов);
- оригинальной;
- содержательной (отражать основное содержание статьи и результаты исследований);
- структурированной (следовать логике описания результатов в статье);

Аннотация включает следующие аспекты содержания статьи:

- предмет, цель работы;
- метод или методологию проведения работы;
- результаты работы;
- область применения результатов; новизна;
- выводы.

Результаты работы описывают предельно точно и информативно. Приводятся основные теоретические и экспериментальные результаты, фактические данные, обнаруженные взаимосвязи и закономерности. При этом отдается предпочтение новым результатам и данным долгосрочного значения, важным открытиям, выводам, которые опровергают существующие теории, а также данным, которые, по мнению автора, имеют практическое значение.

Выводы могут сопровождаться рекомендациями, оценками, предложениями, гипотезами, описанными в статье.

Сведения, содержащиеся в заглавии статьи, не должны повторяться в тексте аннотации. Следует избегать лишних вводных фраз (например, «автор статьи рассматривает...», «в статье рассматривается...»).

Исторические справки, если они не составляют основное содержание документа, описание ранее опубликованных работ и общеизвестные положения в аннотации не приводятся.

В тексте аннотации следует употреблять синтаксические конструкции, свойственные языку научных и технических документов, избегать сложных грамматических конструкций.

**Гонорары за статьи в научных журналах не начисляются.**

**Цитирование или воспроизведение текста, созданного ChatGPT, в вашей статье**

Если вы использовали ChatGPT или другие инструменты искусственного интеллекта в своем исследовании, опишите, как вы использовали этот инструмент, в разделе «Метод» или в аналогичном разделе вашей статьи. Для обзоров литературы или других видов эссе, ответов или рефератов вы можете описать, как вы использовали этот инструмент, во введении. В своем тексте предоставьте prompt - командный вопрос, который вы использовали, а затем любую часть соответствующего текста, который был создан в ответ.

К сожалению, результаты «чата» ChatGPT не могут быть получены другими читателями, и хотя невосстановимые данные или цитаты в статьях APA Style обычно цитируются как личные сообщения, текст, сгенерированный ChatGPT, не является сообщением от человека.

Таким образом, цитирование текста ChatGPT из сеанса чата больше похоже на совместное использование результатов алгоритма; таким образом, сделайте ссылку на автора алгоритма записи в списке литературы и приведите соответствующую цитату в тексте.

Пример:

На вопрос «Является ли деление правого полушария левого полушария реальным или метафорой?» текст, сгенерированный ChatGPT, показал, что, хотя два полушария мозга в некоторой степени специализированы, «обозначение, что люди могут быть охарактеризованы как «левополушарные» или «правополушарные», считается чрезмерным упрощением и популярным мифом» (OpenAI, 2023).

### **Ссылка в списке литературы**

OpenAI. (2023). ChatGPT (версия от 14 марта) [большая языковая модель].  
<https://chat.openai.com/chat>

Вы также можете поместить полный текст длинных ответов от ChatGPT в приложение к своей статье или в дополнительные онлайн-материалы, чтобы читатели имели доступ к точному тексту, который был сгенерирован. Особенno важно задокументировать созданный текст, потому что ChatGPT будет генерировать уникальный ответ в каждом сеансе чата, даже если будет предоставлен один и тот же командный вопрос. Если вы создаете приложения или дополнительные материалы, помните, что каждое из них должно быть упомянуто по крайней мере один раз в тексте вашей статьи в стиле APA.

Пример:

При получении дополнительной подсказки «Какое представление является более точным?» в тексте, сгенерированном ChatGPT, указано, что «разные области мозга работают вместе, чтобы поддерживать различные когнитивные процессы» и «функциональная специализация разных областей может меняться в зависимости от опыта и факторов окружающей среды» (OpenAI, 2023; см. Приложение А для полной расшифровки). .

### **Ссылка в списке литературы**

OpenAI. (2023). ChatGPT (версия от 14 марта) [большая языковая модель].  
<https://chat.openai.com/chat> Создание ссылки на ChatGPT или другие модели и программное обеспечение ИИ

Приведенные выше цитаты и ссылки в тексте адаптированы из шаблона ссылок на программное обеспечение в разделе 10.10 Руководства по публикациям (Американская психологическая ассоциация, 2020 г., глава 10). Хотя здесь мы фокусируемся на ChatGPT, поскольку эти рекомендации основаны на шаблоне программного обеспечения, их можно адаптировать для учета использования других больших языковых моделей (например, Bard), алгоритмов и аналогичного программного обеспечения.

Ссылки и цитаты в тексте для ChatGPT форматируются следующим образом:

OpenAI. (2023). ChatGPT (версия от 14 марта) [большая языковая модель].  
<https://chat.openai.com/chat>

Цитата в скобках: (OpenAI, 2023)

Описательная цитата: OpenAI (2023)

Давайте разберем эту ссылку и посмотрим на четыре элемента (автор, дата, название и

источник):

Автор: Автор модели OpenAI.

Дата: Дата — это год версии, которую вы использовали. Следуя шаблону из Раздела 10.10, вам нужно указать только год, а не точную дату. Номер версии предоставляет конкретную информацию о дате, которая может понадобиться читателю.

Заголовок. Название модели — «ChatGPT», поэтому оно служит заголовком и выделено курсивом в ссылке, как показано в шаблоне. Хотя OpenAI маркирует уникальные итерации (например, ChatGPT-3, ChatGPT-4), они используют «ChatGPT» в качестве общего названия модели, а обновления обозначаются номерами версий.

Номер версии указан после названия в круглых скобках. Формат номера версии в справочниках ChatGPT включает дату, поскольку именно так OpenAI маркирует версии. Различные большие языковые модели или программное обеспечение могут использовать различную нумерацию версий; используйте номер версии в формате, предоставленном автором или издателем, который может представлять собой систему нумерации (например, Версия 2.0) или другие методы.

Текст в квадратных скобках используется в ссылках для дополнительных описаний, когда они необходимы, чтобы помочь читателю понять, что цитируется. Ссылки на ряд общих источников, таких как журнальные статьи и книги, не включают описания в квадратных скобках, но часто включают в себя вещи, не входящие в типичную рецензируемую систему. В случае ссылки на ChatGPT укажите дескриптор «Большая языковая модель» в квадратных скобках. OpenAI описывает ChatGPT-4 как «большую мультимодальную модель», поэтому вместо этого может быть предоставлено это описание, если вы используете ChatGPT-4. Для более поздних версий и программного обеспечения или моделей других компаний могут потребоваться другие описания в зависимости от того, как издатели описывают модель. Цель текста в квадратных скобках — кратко описать тип модели вашему читателю.

Источник: если имя издателя и имя автора совпадают, не повторяйте имя издателя в исходном элементе ссылки и переходите непосредственно к URL-адресу. Это относится к ChatGPT. URL-адрес ChatGPT: <https://chat.openai.com/chat>. Для других моделей или продуктов, для которых вы можете создать ссылку, используйте URL-адрес, который ведет как можно более напрямую к источнику (т. е. к странице, на которой вы можете получить доступ к модели, а не к домашней странице издателя).

## **Другие вопросы о цитировании ChatGPT**

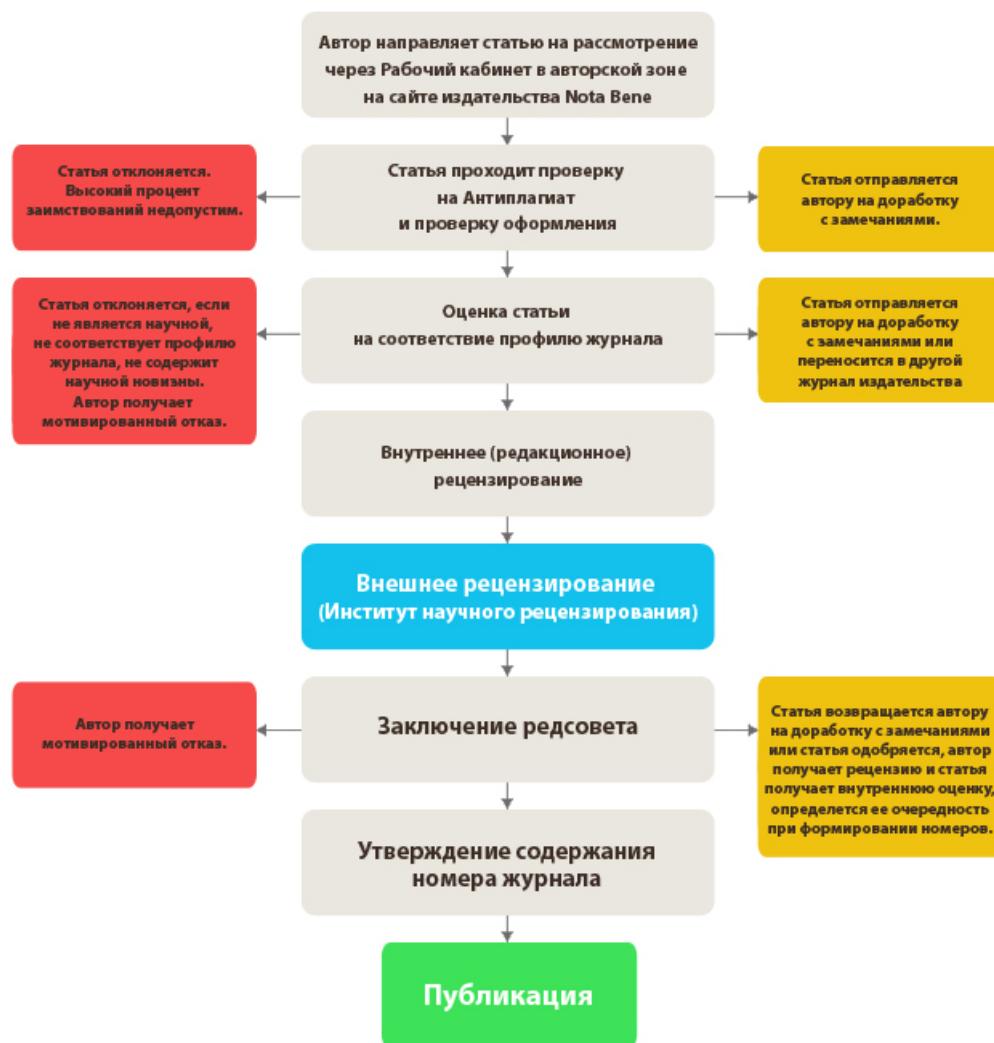
Вы могли заметить, с какой уверенностью ChatGPT описал идеи латерализации мозга и то, как работает мозг, не ссылаясь ни на какие источники. Я попросил список источников, подтверждающих эти утверждения, и ChatGPT предоставил пять ссылок, четыре из которых мне удалось найти в Интернете. Пятая, похоже, не настоящая статья; идентификатор цифрового объекта, указанный для этой ссылки, принадлежит другой статье, и мне не удалось найти ни одной статьи с указанием авторов, даты, названия и сведений об источнике, предоставленных ChatGPT. Авторам, использующим ChatGPT или аналогичные инструменты искусственного интеллекта для исследований, следует подумать о том, чтобы сделать эту проверку первоисточников стандартным процессом. Если источники являются реальными, точными и актуальными, может быть лучше прочитать эти первоисточники, чтобы извлечь уроки из этого исследования, и перефразировать или процитировать эти статьи, если применимо, чем использовать их интерпретацию модели.

Материалы журналов включены:

- в систему Российского индекса научного цитирования;
- отображаются в крупнейшей международной базе данных периодических изданий Ulrich's Periodicals Directory, что гарантирует значительное увеличение цитируемости;
- Всем статьям присваивается уникальный идентификационный номер Международного регистрационного агентства DOI Registration Agency. Мы формируем и присваиваем всем статьям и книгам, в печатном, либо электронном виде, оригинальный цифровой код. Префикс и суффикс, будучи прописанными вместе, образуют определяемый, цитируемый и индексируемый в поисковых системах, цифровой идентификатор объекта — digital object identifier (DOI).

[Отправить статью в редакцию](#)

### Этапы рассмотрения научной статьи в издательстве NOTA BENE.



## Содержание

Пашоликов М.С. Организация взаимодействия между педагогическим университетом и учреждениями дополнительного образования детей	1
Андреева Е.В. Системный подход в изучении имиджа современных студентов	17
Бокарева Ю.М., Новоселова О.А. Культуроедческие знания о России китайских студентов-филологов, изучающих русский язык (по результатам диагностического анкетирования)	30
Головкина М.В. Сравнительный анализ использования дистанционных и традиционных технологий обучения в высшей школе	48
Александрова О.И. Отражение образов македонских царей Филиппа и Александра в актуальных школьных учебниках по всеобщей истории	59
Англоязычные метаданные	68

## Contents

Pasholikov M.S. Organization of the Interaction Between the Pedagogical University and Institutions for Children's Additional Education	1
Andreeva E.V. A Systematic Approach to the Study of Modern Students' Image	17
Bokareva Y.M., Novoselova O.A. Chinese Philology Students Studying Russian's Cultural Knowledge of Russia (Based on the Results of a Diagnostic Questionnaire)	30
Golovkina M.V. A Comparative Analysis of the Effectiveness of Distance and Traditional Learning Technologies in Universities	48
Aleksandrova O. Reflecting on the Images of the Macedon Kings Philip and Alexander in Current History Textbooks	59
Metadata in english	68

Modern Education

Правильная ссылка на статью:

Pasholikov M.S. Organization of the Interaction Between the Pedagogical University and Institutions for Children's Additional Education // Современное образование. 2024. № 1. С. 1-16. DOI: 10.7256/2454-0676.2023.4.68934 EDN: KHJKYB URL: [https://nbpublish.com/library\\_read\\_article.php?id=70600](https://nbpublish.com/library_read_article.php?id=70600)

## **Organization of the Interaction Between the Pedagogical University and Institutions for Children's Additional Education / Организация взаимодействия между педагогическим университетом и учреждениями дополнительного образования детей**

Пашоликов Михаил Сергеевич

доцент; кафедра государственного, муниципального и социального управления; Российский государственный педагогический университет им. А. И. Герцена

191186, Россия, г. Санкт-Петербург, ул. Черняховского, 2

✉ mikle.pasholikov@gmail.com



[Статья из рубрики "Образование"](#)

**DOI:**

10.7256/2454-0676.2023.4.68934

**EDN:**

KHJKYB

**Дата направления статьи в редакцию:**

13-11-2023

**Аннотация:** В средствах массовой информации регулярно слышны заявления специалистов сферы дополнительного образования детей, которые характеризуют ситуацию с кадровым обеспечением отрасли фразой: «Работать некому». Действительно, в этой области сохраняется ряд проблем, требующих решения. В Концепции развития дополнительного образования детей до 2030 года прямо указывается на недостаточное кадровое обеспечение организаций дополнительного образования и низкий уровень вовлеченности образовательных организаций высшего образования в реализацию дополнительных общеобразовательных программ. Обновление содержания подготовки студентов, также как и успех их профессиональной социализации, во многом определяются эффективностью функционирования системы взаимоотношений между образовательным учреждением высшего образования и работодателями. В рамках такого сотрудничества педагогические вузы предлагают программы для педагогов

учреждений, направленные на повышение их профессионального уровня. В свою очередь, эти учебные заведения предоставляют студентам возможности для прохождения практики, что помогает им лучше осознать профессиональные реалии. В статье обоснована актуальность проблемы построения системы взаимодействия между учреждениями высшего педагогического и детского дополнительного образования. Интеграция педагогических вузов и детских образовательных учреждений дополнительного обучения является ключевым фактором для развития современной системы образования. Она способствует формированию единого профессионального сообщества, которое может эффективно решать актуальные задачи в сфере педагогики и образования. Научная новизна исследования состоит в том, что в нем на основе конкретизации научных представлений и обобщении успешных практик определены основные категории реализации взаимодействия педагогического вуза с региональной системой дополнительного образования детей; Практическая значимость исследования заключается в возможности применения предложенного алгоритма построения совместной деятельности педагогического университета с образовательными организациями, реализующими дополнительные образовательные программы, при проектировании и реализации основных профессиональных образовательных программ, разработке программ учебных, производственных и иных видов практик, обеспечивающих решение задач подготовки студентов-педагогов.

**Ключевые слова:**

Педагогический университет, Профессиональная подготовка педагога, Дополнительное образование, Система образования, Интеграция, Социальное партнерство, Развитие педагогических кадров, Научно-исследовательская работа, Практика, Наставничество

Previously published in Russian in the journal *Pedagogy and Education*

**Introduction**

According to the program for the development of pedagogical educational institutions of higher education under the jurisdiction of the Ministry of Education of the Russian Federation for 2021–2024, there is a gap between rapidly changing requirements for the education system and insufficient speed of changes in the system of training and retraining of pedagogical personnel, which should ensure compliance with these requirements in the context of the implementation of national development goals and objectives of the National Education project should be overcome due to the close relationship of pedagogical universities with the industry (regional educational systems), the active joint work of representatives of pedagogical universities, employers, federal and regional executive authorities performing management functions in the field of education. In this regard, the topic of interaction between pedagogical universities and regional educational systems is relevant.

Modern additional education for children in Russia is a certain system, which includes students and their families, teachers, methodologists, and representatives of the administration of additional education institutions engaged in implementing additional educational programs, public children's and youth associations, and management bodies for further education.

According to Article 75 of Federal Law No. 273-FZ of December 29, 2012 (as amended on

08/04/2023), "On education in the Russian Federation," additional education for children is aimed at the "formation and development of creative abilities of children, the satisfaction of their individual needs for intellectual, moral and physical improvement, formation of a culture of a health and safety, health promotion, and also to organize their free time. Additional education of children ensures their adaptation to life in society, professional orientation, and identification and support of children who have shown outstanding abilities." (fig. 1)

The development of the system of additional education for children is a priority for the Russian Federation's state education policy.

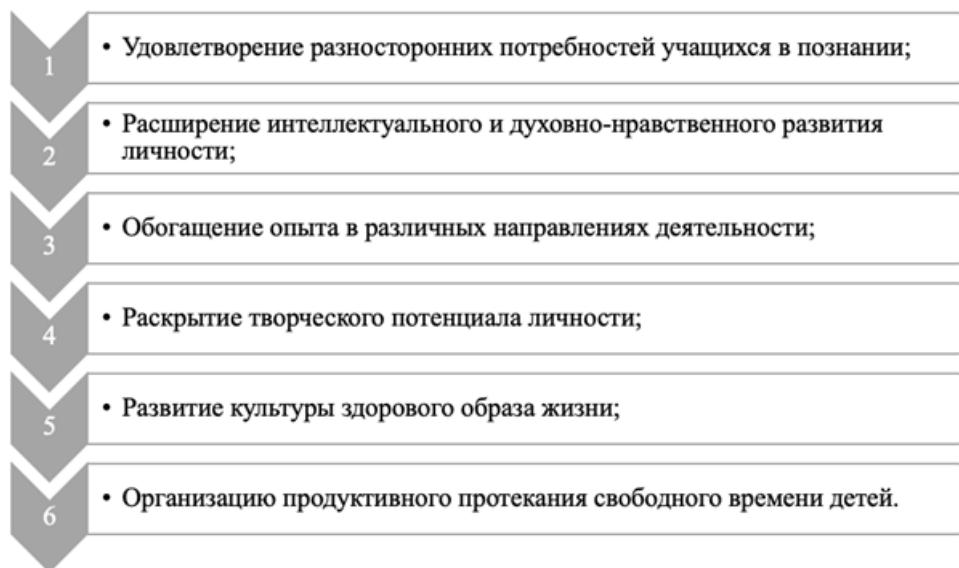


Figure 1 The purpose of children's additional education.

Today, a large-scale network of additional education centers has been created in our country, modern high-tech infrastructure is emerging, and budget funding is increasing. The Ministry of Education of the Russian Federation ensures the development of a system of measures to develop additional education for children. [\[12\]](#)

At the same time, according to the concept of the development of additional education for children in 2030, several problems remain to be solved today, including:

- Insufficient staffing of additional education organizations, including in rural areas, aging of qualified teaching staff;
- Isolation of additional education of children from general and vocational education, low level of involvement of professional educational organizations and educational institutions of higher education in implementing additional general education programs [\[14\]](#).

To solve these contradictions, it is proposed to implement several tasks,

among which the following draw attention to themselves:

- Expanding the participation of professional educational organizations and educational institutions of higher education in the development and implementation of additional general education programs;
- Ensuring interaction with mentors from scientific organizations, educational organizations of higher education, and professional educational organizations to involve children in

scientific activities;

In this regard, organizing systematic interaction between a pedagogical university and educational organizations implementing additional educational programs is particularly important.

This study was devoted to examining the peculiarities of the interaction of the A.I. Herzen State Pedagogical University with institutions of additional education in St. Petersburg.

A.I. Herzen Russian State Pedagogical University is one of Russia's oldest and most authoritative educational institutions. An innovative approach to the training and education of specialists has always distinguished it. One of the directions of its work is social partnership—a system of interaction between an educational institution and society focused on solving socio-economic issues of territorial development.

The first steps in this direction were taken back in Soviet times: A.I. Herzen RSPU was actively involved in solving the problems of professional and social development in the country's North-Western region. During the perestroika period, this activity aspect received a new development: the university began to actively cooperate with business representatives, training them on professional development and retraining of specialists. This approach allowed us to strengthen ties with the business community and significantly improve the quality of the educational process. Today, A.I. Herzen RSPU continues to develop social partnerships, actively working with government agencies, business representatives, and the public. This helps the university remain at the center of social processes that influence the region's development. The university pays special attention to interaction with educational institutions. The purpose of such cooperation is to train qualified specialists who are able to adapt to the rapidly changing conditions of the labor market and to develop innovative activities in the education system [\[19\]](#).

A special place in such interaction is occupied by work with the system of children's additional education.

The system of additional education for children of St. Petersburg is a large network of educational institutions that give a child a deep educational potential by choosing a variety of additional education programs. There are 59 organizations that provide further education for children in St. Petersburg, of which six non-standard institutions are under the jurisdiction of the Education Committee, and 53 institutions are under the jurisdiction of the administrations of the districts of St. Petersburg. There are also 463 additional education departments for children in the city.

In the 2022/23 academic year, 527 departments of additional education functioned in general education and professional educational organizations, of which 46 departments were opened in the current academic year.

More than 18,000 programs are being implemented in six areas within the framework of additional education. For several years, the most popular have been artistic, physical culture and sports, and socio-humanitarian in orientation (Fig. 2).

24,898 teaching staff work in educational organizations that implement additional general education programs. Of the total number of specialists in the further education system, the overwhelming majority are women (74%). The largest number of specialists working in the system of additional education are teachers aged 36–55 who account for 45%. [\[17\]](#)

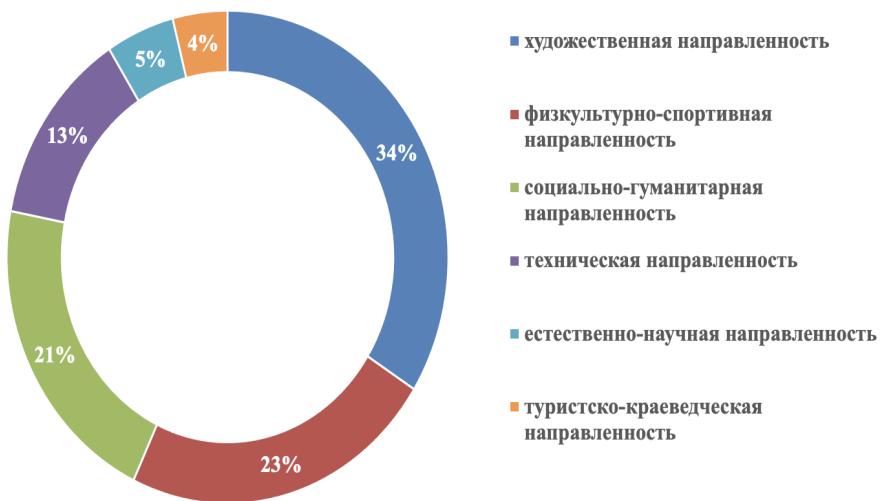


Fig. 2 The number of students engaged in additional general education programs

There are several key stages in the history of interaction between the pedagogical university and institutions of additional education. The first stage occurred in the middle of the twentieth century when particular importance was attached to the in-depth study of individual subjects and the formation of unique skills and competencies. Students were trained in the psychological and pedagogical cycle subjects, the theory and methodology of pioneer and Komsomol work, and the management of pedagogical practice in schools and extracurricular institutions. The second stage began in the 1990s when scientific and practical ties between the university and organizations of additional education became more active. This period is characterized by the expansion of formats and areas of interaction, from conducting research to developing new curricula. The third stage is the new millennium, a time of significant changes in the field of education. An important feature is the integration of the pedagogical university and institutions of additional education to solve strategic tasks of the region's socio-economic development. An active differentiation of forms and directions of interaction between pedagogical universities and institutions of further education characterizes the modern period.

There is a tendency to cooperate within the framework of scientific projects, implement innovative programs, and conduct professional orientation and practice of students.

### Research methodology

This study was devoted to the peculiarities of the interaction of the pedagogical university with regional organizations implementing programs for children's additional education. The study aimed to determine the complex organizational and pedagogical conditions for the professional training of future teachers within the framework of integrating regional systems of higher pedagogical and children's additional education.

Within the framework of the study, the following interrelated tasks were solved:

- The actual problems and successful practices of the implementation of the interaction of the pedagogical university with the regional system of additional education of children are identified;
- An algorithm for the joint activity of the university with educational organizations implementing additional educational programs has been built, providing a solution to the task of training student teachers.

Within the research framework, a questionnaire was organized, which included 15 questions covering various aspects of the interaction between A.I. Herzen RSPU and institutions of additional education. This survey was taken by 16 representatives of institutions of additional education in St. Petersburg and 84 representatives of the university (12 teachers and 73 students studying in the areas of training 44.03.01 pedagogical education).

### Research results and their discussion

The study of the possibilities of integrating the efforts of various education systems in the interests of teacher training is the work of a number of modern researchers. There are numerous developments describing the experience and practice of social partnership and networking in education (N.S. Bugrova [1], I.B. Medvedev [5], S.A. Pisareva [13], T.N. Piskunova, M.P. Soloveikina, N.M. Starobinskaya [14], N.N. Surtayeva [20]). Also, there are studies devoted to the joint activities of universities and organizations in the field of additional education (F.N. Zimenkova, N.L. Chernetsova's "Scientific and pedagogical cooperation of the university with institutions of additional education of schoolchildren as an innovative resource for the formation of a unified educational space" [3]), M.V. Vorobyov "Effective forms of participation of universities in the development of the system additional education of children" [2], M.A. Chervonny "Preparation of teachers for solving professional tasks in the conditions of integration of higher pedagogical and additional education systems" [22], K.V. Chedov, "Cluster interaction of social institutions in the regional educational space for the formation of a health culture of students" [21]).

In modern conditions, the interaction of pedagogical universities and educational institutions of children's additional education (DO) is becoming increasingly relevant. The key point is that this interaction should acquire a systemic character. This is not just an exchange of experiences or the performance of individual tasks. It is a holistic work of two educational institutions aimed at solving various tasks.

Based on the study of open sources and the analysis of the practical experience of the study participants, several categories of possible interaction were identified. (fig.3)



Fig.3 Directions of the interaction of the pedagogical university with the regional system of children's additional education.

Professional development of teaching staff is an important area of cooperation. For institutions with a system of additional education for children, improving the competence of teaching staff is extremely important. Methodological services constantly organize educational events for specialists in various forms: master classes, seminars, conferences,

consultations, meetings, etc. Cooperation in this field contributes to the exchange of experience, the creation of new techniques, and the dissemination of innovative approaches in the field of pedagogy. Teachers of higher educational institutions conduct open classes for colleagues from the institution of additional education and also participate in the work of methodological associations, conferences, and seminars. Such interaction contributes to the dissemination of innovative approaches and best practices. Also, the pedagogical university can offer colleagues from the institution of additional education advanced training or retraining programs with the issuance of appropriate certificates and diplomas. (Example: the organization by the teachers of the Institute of Economics and Management of the A.I. Herzen Russian State Pedagogical University of an educational and methodological seminar for teachers of additional education of state children's art schools of St. Petersburg on the problems of "Designing educational programs in accordance with modern educational trends and federal state requirements." The project was implemented with the participation and support of the state institution of continuing education of cultural workers "Institute of Cultural Programs of St. Petersburg").

### **Research work**

Research work is actively developing within the framework of cooperation between the two organizations. Establishing scientific links helps conduct comprehensive research at the junction of various educational directions and levels, using the resources of both institutions. It is worth noting the importance of working on joint projects: developing new teaching methods, analyzing and implementing advanced educational experiences, and creating teaching materials. This makes it possible to improve the quality of the educational process as a whole and contributes to the professional growth of both students and existing teachers. We should not forget about the involvement of students themselves in scientific work. The interviews and surveys of students and schoolchildren conducted within the study's framework show that students are interested in conducting research. Still, they do not always independently formulate problems, search for information, and build the logic of their research activities.

The "student-student" mentoring format is a fairly successful way to organize student collaboration. Mentoring provides both sides with a platform for active and productive knowledge sharing. This process of self-learning and development is necessary to stimulate critical thinking, improve problem-solving skills, and develop the ability to work independently. Student-student mentoring is an interaction based on the exchange of knowledge and experience. Its success depends on both participants: a student who is ready to learn and grow and a mentor who can transfer his knowledge and experience.

To organize successful mentoring, it is necessary:

- Definition of expectations: from the very beginning, it is necessary to define the expectations of each of the parties. What does the student want to get? What does a student mentor strive for? Discussing these issues will help form a framework for future cooperation.
- Establishing trusting relationships: for effective learning, creating an atmosphere of trust is necessary. This will allow the student to be open to new material and criticism from the mentor.
- Development of an individual plan: each student is unique, so it is important to consider their individual needs when creating a curriculum. An individually created program will be more motivating for the student.

- Feedback: Effective communication is a key element of mentoring. The mentor should be ready to give constructive criticism, and the student should be ready to accept it and work on their mistakes.
- Constant support: if it is available from the mentor, the learning process becomes more useful for the student.
- Responsibility: A real mentor does not just transfer knowledge; they help the student develop as a professional, so their task is to demand responsibility from their student.

(Example: a new organizational form of environmental education for students has been created in the Moscow district's DOD Palace of Children's (Youth) Creativity. Together with teachers of the Department of Ecology and Health DD (Yu)T and teachers-scientists of the Faculty of Biology of the A.I. Herzen RSPU, students conduct fundamental research in the field of natural science orientation [\[6\]](#))

Organization and holding of general events. Cooperation between the university and the institution of additional education is not limited only to the scientific and educational sphere. This can be academic work, implementing social projects, and holding cultural and sporting events. Among the most popular formats are contests, webinars, workshops, round tables, festivals, exhibitions, trainings, discussion platforms, assemblies, etc. Working together in this direction helps strengthen ties and increase the prestige of both sides. (Example: participation of teachers of the Institute of Economics and Management of the A.I. Herzen State Pedagogical University in the organization of the Professional Skills Championship "Professionals." Competitive tests on the competence "Additional education of children and adults (juniors)" were held on the basis of DDT "On the 9th line" [\[7\]](#)).

### **Student practice**

Student practice in institutions of additional education is an opportunity for future teachers to apply their theoretical knowledge in practice and evaluate their professional skills and abilities. Students are allowed to participate directly in the work of educational institutions; they can take an active part in organizing and conducting various classes and events and carrying out methodological work. On the other hand, for institutions of additional education, this is a chance to get help from young specialists and update the methodological base. (Example: faculties and institutes of A.I. Herzen Russian State Pedagogical University regularly update agreements on practical training of students with institutions of additional education [6-11]).

### **Cooperation in the development of educational programs**

In the modern educational space, higher education institutions and institutions of additional education are becoming more and more closely connected. As part of the implementation of the decree of the Government of St. Petersburg dated 16.10.2020 No. 29-rp "On the implementation of measures for the formation of modern managerial and organizational and economic mechanisms in the system of additional education of children within the framework of the Federal project "Success of every child" of the national project "Education" in 2023 in St. Petersburg, a model for the implementation of additional general education programs in a network form. It defines the main content and methodological principles and mechanisms for organizing network interaction in the St. Petersburg education system based on the integration of the resources of organizations implementing additional general education programs with organizations and institutions, regardless of departmental

affiliation, as well as enterprises of the real estate sector of the economy. The network form of the implementation of an additional general education program is designed to provide an opportunity for students to master an additional general education program and (or) individual courses, disciplines (modules), and other components provided for by an additional general education program, using the resources of several organizations engaged in educational activities, as well as, if necessary, using the resources of other organizations

Among the combined resources:

- Human resources (highly qualified teaching staff who possess modern pedagogical technologies; specialists in teaching methods in the system of additional education of children of different orientations, employees of specialized institutions, specialists in the real sector of the economy, etc.);
- Information resources (databases, electronic libraries, depositories of multimedia products, etc.);
- Material and technical resources (laboratory facilities, specialized premises, educational and production equipment, tools, materials, computer models, simulators, simulators, gyms, etc.);
- Educational and methodological resources (additional general education programs; methodological materials (manuals, recommendations for teachers and students); diagnostic tools for assessing the level of mastering of educational material; computer training and diagnostic programs, etc.);
- Social resources (partnerships with enterprises and organizations of the real sector of the economy, "horizontal" ties in the professional-pedagogical community of St. Petersburg, ties with public associations
- And non-profit organizations that express the interests of employers, professional communities, etc.). [\[17\]](#)

A.I. Herzen RSPU has the appropriate infrastructure and a full-fledged resource base for implementing joint educational programs for additional children's education. On the other hand, an institution of additional education can participate in developing educational programs for students and updating the training content and its targets. (Example: A.I. Herzen State Pedagogical University implements bachelor's and master's degree programs: "Program management in the system of additional education," "Additional education (educational work), "Physics. High-tech technologies (additional education)", "Ethno-cultural education, Additional education of children").

Thus, the formats and directions of interaction between a pedagogical university and an institution of additional education can be diverse, but they are all aimed at improving the quality of the educational process and the effectiveness of pedagogical work.

Organizational interaction with partners is an important task that helps the educational institution develop and progress. However, certain obstacles and difficulties may arise along the way. Figure 4 shows the results of a survey of study participants regarding the existing problems in organizing productive interaction between the Herzen State Pedagogical University and organizations implementing programs for children's additional education.



Fig. 4 The main problems of the organization of interaction of the university with organizations implementing programs of children's additional education

Summarizing the survey results, several key problems can be identified.

Firstly, there is a lack of strategy and clear goals. Without clearly defined goals, choosing suitable partners and cooperating effectively is difficult. Successful interaction organization requires a clear strategy containing specific tasks and areas of activity.

Secondly, the lack of resources may become a problem. Not all institutions have sufficient funding to create and maintain quality partnerships. This may make holding events, exchanging experiences, or implementing joint projects difficult.

Insufficient communication should also be noted. Close cooperation requires constant information exchange, coordination of actions, and common efforts. Difficulties in communication can lead to misunderstandings, conflicts of interest, and a decrease in the effectiveness of cooperation.

Another problem is the lack of experience and competencies to work within the interaction framework. Not all educational organizations have sufficient knowledge of this kind of interaction, which can also become a serious obstacle.

Interaction between universities and institutions of additional education plays an important role in the modern educational space. This process is complicated, but with the right approach, it can become the basis for the effective integration of knowledge and experience, which has a positive effect on the quality of training.

Good cooperative relationships are initially created by routine interaction. Thanks to him, partners learn about each other, determine each other's experiences and interests, and begin to lay the foundation of trust and respect. Strong relationships are always based on careful preparation, excellent implementation, and reliable evaluation of results. For the successful implementation of such interaction, a well-structured algorithm is necessary. It will contribute to the most productive use of the resources of each of the parties and will provide an opportunity to develop new directions in educational activities.

Table 1 shows the main steps, the implementation of which will ensure the construction of an effective and sustainable interaction between the university's structural units (faculties, institutes, departments) and a system of additional children's education.

Table 1 Algorithm of the university's interaction with the system of children's additional education.

Steps	Key issues
Determine the need and willingness to interact	<ul style="list-style-type: none"> <li>· Is there a need for cooperation?</li> <li>· Does the university need other people/organizations to achieve its goals?</li> <li>· Is there any other joint work already being carried out in this or that area?</li> <li>· What additional experience and benefits will the partner organization bring?</li> <li>· Is the organization of interaction with third-party organizations supported at higher management levels?</li> </ul>
Finding the right people	<ul style="list-style-type: none"> <li>· Who should participate in the collaboration and why?</li> <li>· How many people/organizations should be involved?</li> <li>· What level of participation is needed?</li> <li>· Are there any issues or history that need to be resolved before the partnership?</li> <li>· Is there an element of trust between each partner?</li> <li>· What are the main objectives of cooperation?</li> <li>· What is our common vision and goals?</li> <li>· Who will take the initiative?</li> <li>· Is the purpose of the collaboration clear with a genuine shared vision and defined goals?</li> <li>· What will be the initial time for cooperation to achieve their goals?</li> <li>· Is there a consensus on what each organization agrees to in cooperation?</li> </ul>
Assessment of necessary resources	<ul style="list-style-type: none"> <li>· What individual and/or organizational skills and resources are needed (human, financial, technical, etc.)?</li> <li>· What can be used by each organization to meet the needs (tangible and intangible)?</li> <li>· How will funding be implemented or how will resources be reallocated?</li> <li>· What kind of training may be required for individual employees?</li> <li>· To whom are employees accountable?</li> </ul>

	<ul style="list-style-type: none"> <li>· Does the cooperation comply with the policies and procedures of all participants in the interaction?</li> </ul>
Determine the structure of joint activities	<ul style="list-style-type: none"> <li>· What will be the structure of cooperation management? Have the roles and responsibilities of all member organizations been defined and agreed upon? (steering committee, advisory group, executive committee with working groups)?</li> <li>· What shared or allocated resources have been agreed upon and how are they funded/redistributed?</li> <li>· Are there agreed terms of interaction in terms of its modification, extension and termination?</li> <li>· Is there an accepted decision-making process?</li> <li>· How will intellectual property be defined, identified and used?</li> <li>· Does cooperation require a simple or more formal agreement?</li> </ul>
Develop a communication strategy	<ul style="list-style-type: none"> <li>· Who is responsible for communication between partners?</li> <li>· What information should be shared, with whom and how often?</li> </ul>
Coordinate and develop an action plan	<ul style="list-style-type: none"> <li>· Have benchmarks been set?</li> <li>· What steps should be taken to achieve the goals?</li> <li>· What are the desired deadlines?</li> <li>· Who will be responsible for the successful completion of the action?</li> <li>· What is the indicator (measurable result) to know that the goal has been achieved?</li> <li>· Has a plan been developed to evaluate cooperation?</li> </ul>
Identify risk factors for cooperation	<ul style="list-style-type: none"> <li>· What risks can be associated with the creation and start of joint activities?</li> <li>· What risks can be associated with achieving the goals of interaction?</li> <li>· What risks can be associated with the fact that you do not have all the resources/funding necessary for interaction?</li> <li>· Have the partners agreed on the methods of risk management (acceptance, transfer, mitigation or elimination of risk)?</li> </ul>
Create an open environment	<ul style="list-style-type: none"> <li>· Are the participants open to a variety of thinking and alternative ways of working?</li> </ul>

	<ul style="list-style-type: none"> <li>· Do the participants consider the conflict an opportunity for joint discussion, problem solving and growth?</li> <li>· Do all participants in the interaction respect the <del>established, agreed basic rules?</del></li> </ul>
Celebrate your successes	<ul style="list-style-type: none"> <li>· Keep in mind the value of celebrating success with the entire team involved in collaboration. Celebrating achievements contributes to building strong alliances, and can also contribute to the creation of new partnerships.</li> </ul>

In general, the algorithm of interaction between a pedagogical university and an educational institution of additional education is a clearly structured sequence of steps aimed at creating and developing relationships between these two structures:

- The establishment of such interaction begins with the definition of goals and objectives: it can be the dissemination of new teaching methods, joint projects or research, the use of each other's resource base to improve the quality of education or the formation of a single information space.
- The next step is choosing an interaction strategy. It can be determined based on the analysis of the potential of each of the partners, the current state of their relations, as well as the specifics of the work of each of the organizations;
- Next, it is necessary to proceed to the development of a specific action plan. It should contain clear stages of work, tasks for each of them, a list of necessary resources, and those responsible for their implementation;
- An important part of the process is to evaluate the effectiveness of the partnership. To do this, it is necessary to provide a system for monitoring and controlling the performance of tasks, as well as criteria for evaluating the achievement of goals.

### **Conclusion**

Professional training for future teachers in children's additional education is designed to develop students' competencies in real, practical activities. Partnerships between pedagogical universities and educational institutions of children's additional education open up new opportunities for improving such training.

First of all, it is an opportunity for pedagogical universities to evaluate the effectiveness of their methods in practice, improve them, and adapt them to real working conditions. For educational institutions of additional education, this is a chance to gain access to new scientific and pedagogical developments and technologies to improve the professional level of their staff and the quality of implemented programs. Students are also allowed to practice in educational institutions, which helps them acquire the necessary professional skills and competencies. At the same time, children's institutions receive trained personnel who can engage in innovative work or refresh the already familiar formats of the educational process. However, some challenges need to be taken into account when forming partnerships. In particular, it is important to establish effective interaction between the participants in the process, overcome bureaucratic barriers, and create conditions for the constant exchange of experience and knowledge. Despite some difficulties, such cooperation is a promising direction for the development of the educational system as a whole. Its benefits are already tangible, and the potential for further progress is huge.

## Библиография

1. Чедов К.В. Кластерное взаимодействие социальных институтов в региональном образовательном пространстве по формированию культуры здоровья обучающихся: монография. К. В. Чедов; Министерство науки и высшего образования Российской Федерации, Федеральное государственное автономное образовательное учреждение высшего образования "Пермский государственный национальный исследовательский университет". Пермь: ПГНИУ, 2021. 279 с.
2. Суртаева Н.Н., Ройтблат О.В., Суртаева О.Н., Иванова С.В., Суртаев П.Б. Модели сетевого взаимодействия кластерного типа учреждений педагогического образования для уровня дополнительного профессионального образования. СПб. Тюмень, 2017.
3. Рекомендации по совершенствованию профессионального стандарта. «Педагог дополнительного образования детей и взрослых» [Электронный ресурс]. URL: [http://www.iro.yar.ru/fileadmin/iro/RMCentr/Metodicheskie\\_rekomendacii\\_po\\_PS.pdf](http://www.iro.yar.ru/fileadmin/iro/RMCentr/Metodicheskie_rekomendacii_po_PS.pdf) (дата обращения: 18.10.2023)
4. Распоряжение Правительства РФ от 24 июня 2022 г. № 1688-р «О Концепции подготовки педагогических кадров для системы образования на период до 2030 г.». URL: <https://www.garant.ru/products/ipo/prime/doc/404830447> (дата обращения: 01.10.2023).
5. Публичный доклад Комитета по образованию Санкт-Петербурга по итогам 2022/23 учебного года [Электронный ресурс]. URL: [https://k-obr.spb.ru/media/uploads/userfiles/2023/10/26/Доклад\\_Комитета\\_по\\_образованию.pdf](https://k-obr.spb.ru/media/uploads/userfiles/2023/10/26/Доклад_Комитета_по_образованию.pdf) (дата обращения: 18.10.2023)
6. Профстандарт: 01.003 Педагог дополнительного образования детей и взрослых // Онлайн классификаторы и справочники КлассИнформ [Электронный ресурс]. URL: <https://classinform.ru/profstandarty/01.003-pedagog-dopolnitelnogo-obrazovaniia-detei-i-vzroslykh.html> (дата обращения: 18.10.2023)
7. Положение о внедрении модели реализации дополнительных общеобразовательных программ в сетевой форме // Портал правовой информации [Электронный ресурс]. URL: <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwiyqNFvraCAxW4JRAIHSBXCo0QFnoECBcQAQ&url=http%3A%2F%2Fpublication.pravo.gov.ru%2Ffile%2Fpdf%3FeoNumber%3D7801202310020003&usg=AOvVaw3VgzI8PB1zE5jZ0QToCMIS&opi=89978449> (дата обращения: 14.10.2023)
8. Пискунова, Е.В. Технологии социального партнерства в сфере образования. Учебно-методический комплекс / Е.В. Пискунова, И.Э. Кондракова, М.П. Соловейкина, Н.М. Старобинская, Е.В. Степанова. – СПб.: Издательство РГПУ им. А.И. Герцена, 2008.
9. Писарева С. А. Герценовский университет в системе межвузовской интеграции в области педагогического образования [Текст] / Писарева Светлана Анатольевна // Вестник Герценовского университета [Текст] / РГПУ.-СПб., 2011. N 10 (96). С. 3-8.
10. Официальный сайт ГБУ ДО ДДЮТ «На Ленской» [Электронный ресурс]. URL: <http://na-lenskoj.ru> (дата обращения: 14.10.2023)
11. Официальный сайт Министерства просвещения РФ [Электронный ресурс]. URL: [https://edu.gov.ru/activity/main\\_activities/additional\\_edu\\_of\\_children/](https://edu.gov.ru/activity/main_activities/additional_edu_of_children/) (дата обращения: 12.09.2023)
12. Официальный сайт ГБУ ДО ДДТ Красносельского района Санкт-Петербурга [Электронный ресурс]. URL: <https://ddtks.ru> (дата обращения: 14.10.2023)
13. Официальный сайт ГБУ ДО ДДТ Фрунзенского района Санкт-Петербурга [Электронный ресурс]. URL: <http://ddut.ru> (дата обращения: 14.10.2023)
14. Официальный сайт ГБУ ДО ДДТ Кировского района Санкт-Петербурга [Электронный ресурс]. URL: <http://ddut.futures.ru> (дата обращения: 14.10.2023)
15. Официальный сайт ГБУ ДО ДД(Ю)Т Московского района Санкт-Петербурга

[Электронный ресурс]. URL: <http://ddut-mosk.spb.ru/m2-menu.html> (дата обращения: 14.10.2023)

16. Официальный сайт ГБУ ДО ДДТ «На 9-ой линии» [Электронный ресурс]. URL: <http://ddtna9line.ru> (дата обращения: 14.10.2023)

17. Медведев И. Б. Проблемы формирования сетевого взаимодействия образовательных учреждений / И. Б. Медведев, В. И. Скрипниченко // Вестник Томского педагогического университета. 2011. № 13. С. 239-242.

18. Концепция развития дополнительного образования детей до 2030 года [Электронный ресурс]. URL: <https://www.garant.ru/products/ipo/prime/doc/403709682/> (дата обращения: 18.10.2023)

19. Зименкова Ф.Н., Чернецова Н.Л. Научно-педагогическое сотрудничество вуза с учреждениями дополнительного образования школьников как инновационный ресурс формирования единого образовательного пространства // Актуальные проблемы гуманитарных и естественных наук. 2014. № 3-2.

20. Бугрова Н. С. Сетевое взаимодействие в системе повышения квалификации педагогических кадров: дис. ... канд. пед. наук. Омск, 2009. 188 с.

21. Воробьев М.В. Эффективные формы участия вузов в развитии системы дополнительного образования детей // Портал научно-практических публикаций [Электронный ресурс]. URL: <https://elar.urfu.ru/bitstream/10995/50514/1/notv-2015-075.pdf> (дата обращения: 14.10.2023)

22. Червонный М.А. Подготовка учителей к решению профессиональных задач в условиях интеграции систем высшего педагогического и дополнительного образования: дис. ... докт. пед. наук: 13.00.08. М.А. Червонный. Томск, 2019.

## **Результаты процедуры рецензирования статьи**

*В связи с политикой двойного слепого рецензирования личность рецензента не раскрывается.*

*Со списком рецензентов издательства можно ознакомиться [здесь](#).*

Представленная на рассмотрение статья «Организация взаимодействия между педагогическим университетом и учреждениями дополнительного образования детей», предлагаемая к публикации в журнале «Педагогика и просвещение», несомненно, является актуальной, ввиду обращения автора к проблематике конвергенции педагогического университета и организаций, реализующих программы дополнительного образования детей.

Данное исследование было посвящено изучению особенностей взаимодействия РГПУ им. А.И. Герцена с учреждениями дополнительного образования Санкт-Петербурга.

Цель исследования заключалась в определении комплекса организационно-педагогических условий профессиональной подготовки будущих педагогов в рамках интеграции региональных систем высшего педагогического и детского дополнительного образования.

В рамках проведенного исследования было организовано анкетирование, которое включало 15 вопросов, охватывающих различные аспекты взаимодействия РГПУ им. А.И. Герцена и учреждений дополнительного образования. В этом опросе приняли участие 16 представителей учреждений дополнительного образования г. Санкт-Петербурга и 84 представителя университета (12 преподавателей и 73 студента, обучающиеся по направлениям подготовки 44.03.01 Педагогическое образование).

Отметим наличие сравнительно небольшого количества исследований по данной тематике в отечественной педагогике. Статья является новаторской, одной из первых в российской лингводидактике, посвященной исследованию подобной проблематики. В

статье представлена методология исследования, выбор которой вполне адекватен целям и задачам работы. В исследовании использованы теоретический анализ, описательный метод исследования, анализ, интерпретация и обобщение.

Данная работа выполнена профессионально, с соблюдением основных канонов научного исследования. Исследование выполнено в русле современных научных подходов, работа состоит из введения, содержащего постановку проблемы, основной части, традиционно начинающуюся с обзора теоретических источников и научных направлений, исследовательскую и заключительную, в которой представлены выводы, полученные автором. Отметим, что в вводной части слишком скучно представлен обзор разработанности проблематики в науке. Отметим, что заключение требует усиления, оно не отражает в полной мере задачи, поставленные автором и не содержит перспективы дальнейшего исследования в русле заявленной проблематики. Библиография статьи насчитывает 22 источника, среди которых представлено труды исключительно на русском языке. Считаем, что обращение к работам зарубежных исследователей на иностранном языках, несомненно, обогатило бы сей труд.

Высказанные замечания не являются существенными и не умаляют общее положительное впечатление от рецензируемой работы. Работа является новаторской, представляющей авторское видение решения рассматриваемого вопроса и может иметь логическое продолжение в дальнейших исследованиях. Практическая значимость исследования заключается в возможности использования его результатов в процессе преподавания вузовских курсов по педагогике, а также курсов по междисциплинарным исследованиям и в практической деятельности преподавателей. Статья, несомненно, будет полезна широкому кругу лиц, филологам, магистрантам и аспирантам профильных вузов. Статья «Организация взаимодействия между педагогическим университетом и учреждениями дополнительного образования детей» может быть рекомендована к публикации в научном журнале.

Modern Education

Правильная ссылка на статью:

Andreeva E.V. A Systematic Approach to the Study of Modern Students' Image // Современное образование. 2024. № 1. С. 17-29. DOI: 10.7256/2454-0676.2023.4.69113 EDN: KJJYDA URL: [https://nbpublish.com/library\\_read\\_article.php?id=70602](https://nbpublish.com/library_read_article.php?id=70602)

## **A Systematic Approach to the Study of Modern Students' Image / Системный подход в изучении имиджа современных студентов**

Андреева Елена Васильевна

кандидат педагогических наук

доцент кафедры социально-культурного сервиса и туризма Института языков и культуры народов Северо-Востока, Северо-Восточный федеральный университет им. М.К. Аммосова

677000, Россия, республика Саха (якутия), г. Якутск, ул. Белинского, 58

✉ [klio\\_e@mail.ru](mailto:klio_e@mail.ru)



[Статья из рубрики "Педагогическая психология"](#)

**DOI:**

10.7256/2454-0676.2023.4.69113

**EDN:**

KJJYDA

**Дата направления статьи в редакцию:**

28-11-2023

**Аннотация:** Объектом исследования является имидж студента профессионального учебного заведения (вуза). Предметом исследования является использование системного подхода в изучении процессов формирования и развития имиджа студентов. Целью исследования было определить место имиджа в системе профессионального образования, его функцию, выявить факторы, обеспечивающие процесс формирования и развития имиджа студента. Исследование было проведено на базе кафедры социально-культурного сервиса и туризма Института языков и культуры народов Северо-Востока РФ СВФУ им. М. К. Аммосова. На основе положений теории систем Т. Парсонса и структурно-функционального анализа, результатов исследований отечественных и зарубежных ученых по проблемам формирования имиджа подростков, молодежи, в том числе в процессе обучения, автор рассматривает профессиональное образование как социальную систему, в которой имидж студента выполняет несколько функций. В работе применены как теоретические, так и эмпирические методы, позволившие разработать

модель имиджа студента профессионального образовательного учреждения, обобщить результаты проведенного исследования по изучению имиджа студентов Северо-Восточного федерального университета. Новизна исследования состоит в том, что была разработана модель имиджа студента профессионального учебного заведения, на основе которой проведено изучение структуры имиджа студентов высшего учебного заведения, процессов, которые происходят внутри имиджа как системы, условий и факторов, определяющих изменения в структуре имиджа. На основе проведенного исследования сделаны выводы о том, что имидж студентов является подсистемой социальной системы профессионального образования, одновременно выступая механизмом ее сохранения, а также самостоятельной системой, генерирующей изменения внутри себя, что обеспечивает ее сохранность, равновесность и единство. Условием сохранения имиджа как системы является изменение структуры имиджа, которое происходит в образовательной среде вуза за счет интеграции разнообразных видов учебной, научной, проектной и организационной деятельности.

**Ключевые слова:**

Профессиональное образование, Системный подход, Теория систем, Система, Подсистема, Социальная система, Имидж, Имидж студента, Структура имиджа, Образовательная среда

Previously published in Russian in the journal *Pedagogy and Education*.

**The subject of the study.** Modern society requires an employee who, in addition to possessing highly professional qualities, has a high level of intelligence and culture, the ability to establish business contacts, take responsibility for the results of their work, and demonstrates confidence, competence, and stress resistance. An employee's positive image becomes an instrument of success and professional growth. In this regard, the appeal of Russian pedagogical science and research practice regarding the concept of image and the conditions and factors of its formation in training and vocational education is justified. Interest in image is actualized by the realities of today, when vocational education becomes part of society's economic system, and the effectiveness of an educational institution is assessed by the state and society not only by the number and quality of trained specialists but also by financial indicators. In the vocational education system, the positive image of the educational institution, teaching staff, and students play a vital role in attracting applicants, financing research, and grants.

The history of pedagogy shows that the image of a person or citizen is formed in the context of society's historical, political, and economic characteristics. Philosophical tradition forms an image necessary for society from the political and historical development point of view at this stage, and the pedagogical tradition embodies this image in a real person. At any stage in the development of society, a moral image is formed: an ideal, a standard, in some cases, and, in other cases, a way of thinking, a person's actions in society, and an image of the world. This process is historically, socially, and psychologically conditioned and occurs in parallel with society's socio-economic development. The concept of image is similar but not identical. Image results from purposeful and conscious activity, whereas the image is formed spontaneously. An image becomes an image when it is designed specifically [11]. In our study, we are interested in the image in the context of its formation and development among university students.

The formation of the image of students takes place during the learning process. Learning, in a broad sense, is a process of changing the state of a person as a system, including acquiring new ways of seeing, wanting, and evaluating reality [\[2\]](#). The profession's training is carried out in a vocational education system characterized by complexity, versatility, and integrity. We consider it a social system as it is organized in society. A social system is a complexly organized, ordered whole, including individuals and social communities united by various connections and relationships.

In science, a systematic approach is a method that allows for the analysis of objects that have many interrelated elements, united by a commonality of functions and goals and a unity of management and functioning.

The system researchers (R. Merton, T. Parsons, P. A. Sorokin, etc.) formulated the principles of the approach:

- integrity, which allows us to consider the system simultaneously as a whole and, at the same time, as a subsystem of other systems;
- the presence of many elements arranged based on hierarchical subordination;
- structuring, which allows analyzing the elements of the system and their interrelationships within a specific organizational structure;
- multiplicity, which allows using various cybernetic, economic, and mathematical models to describe individual elements and the system as a whole.

The systematic approach is widely used in the analysis of social systems.

One of the founders of the theory of systems and structural and functional analysis, Talcott Parsons, identified the primary units of the social system, which are:

- an act as part of the process of interaction between actors focused on actors as objects;
- status: a role that determines the placement of an actor in the system relative to other actors;
- an actor as a complex node of statuses and roles;
- a collective existing as an actor and as an object [\[2, pp. 97-98\]](#).

According to Parsons [\[3\]](#), the system's maintenance and development are due to the presence and satisfaction of the actor's needs implemented in its various subsystems.

**The purpose of the study.** The above actualized the purpose of the study—based on a systematic approach to determine the place and function of the student's image in the social system of vocational education, to study the process of formation and development of the image of a university student as an independent system, to identify factors affecting the development of the student's image as an element of the social system of vocational education.

**Methods and materials of the study.** The theoretical basis of our research is Parsons's works on the theory of social systems, structural and functional analysis, and the results of scientific research of domestic and foreign scientists studying the phenomenon of image in an educational institution, society, and the adolescent and youth environment. The empirical basis of the study was the development of a model of the image of a student of a

professional educational institution, processing the results of a survey of students of the Northeastern Federal University named after M. K. Ammosov. The study was organized and conducted based on the Department of Socio-Cultural Service and Tourism of the Institute of Languages and Culture of the Peoples of the North-East of the Russian Federation in 2020–2023. The study was attended by students of the "Service" direction of the first and second courses of the 2020 and 2021 admission years.

### **The results of the study.**

Researchers interpret the term "image" quite broadly and sometimes inconsistently. So, dictionaries (philosophical, explanatory, pedagogical) interpret the concept of image as:

- the image of a person, including appearance, manner of behavior, communication, contributing to the impact on others;
- an external image created by the subject to evoke a particular impression, opinion, or attitude from others;
- a set of properties attributed by advertising, propaganda, fashion, prejudice, or tradition to an object to cause certain reactions toward it;
- the purposefully formed image of a person, phenomenon, or object designed to have an emotional and psychological impact on someone for popularization, advertising, etc.;
- a system of roles the subject plays in their life and activities, supplemented by individual characteristics (intelligence, external data, clothing, etc.).

Summarizing these interpretations, we note that the concept of image is associated with both a visual image, external attractiveness, a complex of personality properties and qualities, and with the form of reflection of an individual, group, or organization in people's minds (purposeful or spontaneous).

We find similar interpretations in one interpretation or another among domestic researchers and in determining the image of students. The image of a young person, a student, is spent as:

- an integral characteristic that includes a set of external and internal socio-psychological, perceptual components of the student's personality (visual, intellectual, status, social perception) [\[4\]](#);
- life and professional priorities and values of students, forms of leisure and lifestyle in general [\[5\]](#);
- a certain personality trait of young people, a mask, a logo, collectively giving a synergistic effect [\[6\]](#);
- an effective tool for the formation of psychological attraction and attractions [\[7\]](#);
- an effective means of increasing symbolic capital, identification, self-identification, and self-presentation, including in their future profession [\[8\]](#);
- a special set of signs, which is a motivational condition that forms an appropriate attitude and actualizes the need to commit (or not commit) certain actions or deeds [\[9\]](#);
- a social phenomenon that performs the function of positioning and motivation for desired

responses and systematic image building [\[10\]](#).

Thus, we see that the authors distinguish three aspects of the image: personal (in the system theory, these are the qualities of an actor, status roles), social (interaction between actors), and, relatively speaking, resource (tools, technologies to achieve results), which gives reason to interpret the image as a subsystem of the social system of vocational education.

Turning to the theory of systems, we note that the factors that ensure the system's ability to achieve a goal are at the entrance. These are values, useful knowledge, patterns of behavior, appropriate reactions, motivational attitudes, and inclinations. The output is the possibility of socializing motivational inclinations and establishing a standard of competence, which results from qualified actions and an orderly reaction at the level of behavior, mediated by satisfaction from what has been done.

According to Parsons, there is a process between the input and output, which is divided into three phases:

- formation of internal resources; change of motivation, accumulation of knowledge, development of behavior patterns;
- placement of these resources, distribution of activities by ability levels, performance of roles in accordance with this level, training [\[3, p. 575\]](#);
- the use of hosted resources according to the principle: what should be done, by whom should be done, how should it be done [\[3, pp.625-639\]](#);

Violating the balance of inputs and outputs between two or more system units manifests a tendency to change, which Parsons calls voltage. One of the ways to reduce the voltage may be to change the system's structure [\[11\]](#).

In our opinion, the image of the vocational education system also acts as a mechanism that relieves tension in the system when students who have not decided on the choice of a future profession come to study and have low motivation to study. In this regard, the image of a student under the influence of external and internal conditions can change over time and, as an element of the social system, lead to changes in the system's structure, thereby reducing or increasing tension in it. In other words, a student who entered an educational institution with positive motivation under the influence of unfavorable conditions demonstrates disappointment in their choice, and students with a negative attitude to their future profession, with the correct organization of their training, broadcast a positive attitude to their future profession.

According to the theory of systems, its elements can also act as independent systems. Applying the provisions of structural and functional analysis and the theory of social systems, we considered the student's image an independent system (according to Parsons, the personality system). The entry factors determine which students have individual intellectual and moral traits and qualities that are formed under the influence of the social environment and society as a whole, the attitude towards a person and profession in a particular culture; at the exit, an image of a personality, models of civil and professional behavior are formed.

The relationship between input and output is determined by what happens inside the image system and its structure, which includes the following elements (according to O. F.

Potemkina) [\[12\]](#):

- the external component of the image (appearance, manners, gait, speech, gestures, voice, facial expressions, clothes, hairstyle, etc.);
- the internal component of the image (intelligence, way of thinking, professionalism, goals and means, erudition, ideas, interests);
- the procedural component of the image (temperament, forms of communication, energy, emotionality);
- the core of the image (legend, positions, installations).

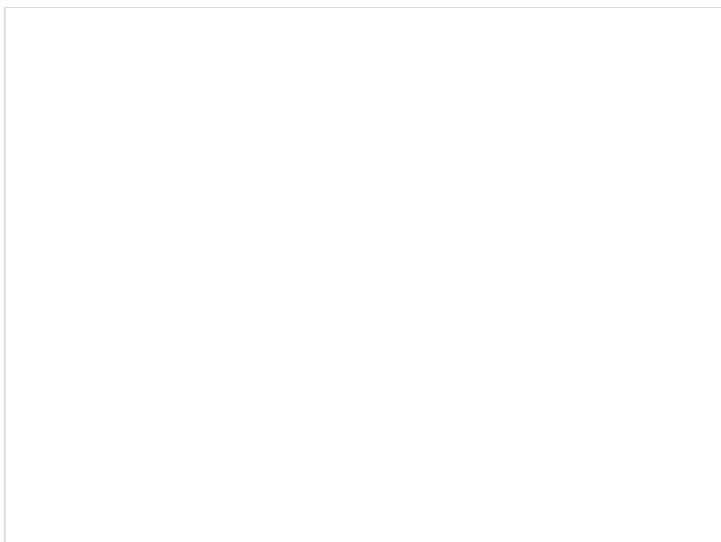
In this structure of the image, the central place is occupied by personal positions and attitudes of a person, which are instilled by education and upbringing and include, according to V. M. Shepel [\[13\]](#), moral values, psychological health, and a set of communication technologies. Natural qualities such as sociability, empathy, reflexivity, and eloquence determine procedural, external, and internal elements. They can develop over time to high characteristics if a person puts some effort into it, or they can begin to degrade without some work on themselves and in the absence of external stimuli. Qualities determined by life and professional experience and developed throughout the professional activity define the core. These are the so-called professionally important qualities that affect the effectiveness of activities. They are both a prerequisite for professional activity and its new formation, as they are improved and transformed during work.

We find confirmation of what has been said by researchers studying the factors influencing the formation of self-esteem and personal and social image of adolescents and young people in different countries. So, Svetlana Kostromina and Natalia Grishina [\[14\]](#), in their study, indicate that the integrity of a person is determined by the unity and continuity of their reaction to certain events of external or internal life. Personality as an open self-developing system strives to preserve its integrity, which is in a state of unstable equilibrium (which can be called meta-stability). This process is closely related to the dominant relationships that young people, having come to a new professional education environment, are trying to form in order to preserve the integrity of their personalities. Not everyone can adequately tolerate this: an increase in dominance on the part of fellow students for someone becomes a factor in the development of depression and anxiety [\[15\]](#). At the same time, as researchers of the processes of adaptation of young people point out [\[16, 17\]](#), educational practice existing in a particular society introduces young people to the dominant forms of knowledge, while social interaction, the exchange of their own and others' experiences offer new ways of seeing and interpreting events that are broadcast through individuals, and the "author's" position, including through the image.

Based on the theoretical research conducted, we have developed a model of the image of a student of a professional educational institution (Figure 1). This model, in our opinion, demonstrates the essence of the image as an element of the social system of vocational education, which allows the student, on the one hand, to include himself in this system and, on the other hand, to perceive system processes as a condition for changing himself.

Figure 1.

Image model of a student of a professional educational institution (university)



As can be seen from this model, the interaction between the structure elements, due to entry and exit factors, is mobile. This occurs between all the structure elements, guaranteeing a structure change. In other words, the image will develop, adapting to the environment due to changes in its structure, the search for more effective means of forming the "right" image.

Based on this model, we offered students the opportunity to evaluate their images according to the methodology described by M. G. Podoprigora [\[18\]](#). This technique involves students performing a self-assessment of their own image and a mutual assessment of the image by fellow students or friends. Students of the Department of Socio-Cultural Service and Tourism of the Northeastern Federal University, named after M. K. Ammosov, took part in the study. They were asked to evaluate their image by answering 60 questions and statements covering all structural elements of the image and using the proposed key to identify the dominant structural element. The first stage of the study was conducted when the students were first-year students; the second stage was performed when the same students completed their second year. The purpose of the study was to find out whether there are changes in students' images during the learning process, what this process depends on, and whether these processes affect their attitude toward their studies and future profession.

In the first stage of the study, the procedural element was identified as the leading structural element when performing self-assessment in most first-year students. Here, we agree with the already mentioned authors [\[14\]](#) that the procedural nature of a personality contributes to the preservation of its stability: young people who have recently graduated from school have a lot of energy and temperament, which begins to open up and compete in a field of competitive like-minded people.

When students were evaluated by their fellow students, most revealed an external component of the image. In our opinion, this is because for students, when perceiving their fellow students, a significant influence is exerted by what, on the one hand, distinguishes them from each other and, on the other hand, unites them—appearance, fashion, manner of behavior. We also found indirect confirmation of this in the study [\[19\]](#), which established a link between the formation of identity and appearance (physical characteristics, positive or negative attitude to one's body, acceptance of oneself as one is in reality). Socio-psychological features, character traits, behavior models, and characteristics of the procedural component, as noted in the self-assessment of students' image, are valuable only for themselves, so it is not enough yet.

A comparison of the results of self-assessment and mutual assessment at the first stage of the study showed that only two out of forty-four students had the same results. This fact can be assumed to demonstrate both the integrity of the image and the integrity of the personality of these two students. Indirectly, this assumption is confirmed by the status that these students occupied in the group: one turned out to be the head of the group, and the other was a student who successfully combined study and work.

In the second stage, conducted when the same students were finishing their second year, the leading structural components in the self-assessment revealed procedural and internal components, and there were even several cores, which indicates a change in the structure of the image of almost half of the students. During the mutual evaluation, the leading element also revealed an internal component, which confirms the fact of a change in the structure of the image. In the second stage, the discrepancy between self-assessment and mutual assessment results decreased by almost half.

We also correlated with the academic success of the students who took part in the study and found that none of them were expelled by the end of the second year, many received an increased scholarship for social and scientific activities, there were no students who left voluntarily or because of disappointment in their future profession. Starting from the first year, students are involved in research activities, studying in scientific circles in the department "Socio-historical aspects of the development of service activities in Yakutia," "Design in creative industries," "Psychological aspects in the organization of service activities"; summarize the results of their research at the traditional Institute scientific and practical conference "BILIM," then at conferences of the University "Ammosov."

By the second year, many had successfully performed at international and All-Russian scientific events and had been published. The specifics of the educational direction "Service" dictates constant participation in the organization and holding of events at the city and republican level: food festivals, master classes, tourslets, fashion shows, modeling, interaction with the National Association of Restaurateurs, Hoteliers and Tourism "Hospitality Association" of the Republic of Sakha (Yakutia), the Ministry of Entrepreneurship, Trade and Tourism of the Republic of Sakha (Yakutia), representatives of the business and professional communities. The integration of academic disciplines and project activities is facilitated by the participation of students in the project intensive "From idea to prototype" within the framework of the federal platform "University 2035." A good organizational school is provided by the participation of students in a trade union student organization. The construction of the educational process in the direction of combining theory, practice, scientific, project, and organizational activities allowed each of the students to realize the motive that was leading when entering the university and to form the image that was determined by these motives initially, without entering into gross contradictions with their "I," while allowing them to experience the pleasure of satisfying their needs. The university's educational environment contributed to the changes that took place in the structure of the student image, and this, in general, contributed to the preservation of the integrity of both the image and the personality of students.

**Conclusions.** The results of the study allowed us to formulate the following conclusions:

Using a systematic approach in studying the student's image allowed us to assert that the students' image is a subsystem of the social system of vocational education and, at the same time, is itself a system.

At the same time, the image acts as a mechanism for preserving the integrity of the

student's personality as an actor of the vocational education system and the vocational education system as a whole.

The internal unity of the student's image as a system is due to changes in the structure of the image generated by interaction with the environment of a professional educational institution.

## **Библиография**

1. Vankerckhoven L., Raemen L., Claes L., Eggermont S., Palmeroni N., Luyckx K. Identity Formation, Body Image, and Body-Related Symptoms: Developmental Trajectories and Associations Throughout Adolescence // Journal of Youth and Adolescence. 2023. No. 52. Pp. 651-669. URL: <https://link.springer.com/article/10.1007/s10964-022-01717-y> (дата обращения: 10.06.2023)
2. Подопригора М. Г., Борисова Я. О. Разработка метода исследования и формирования имиджа организации // Таврический научный обозреватель. 2015. № 4. С. 74-79.
3. Boat A. A., Miranda A. & Syvertsen A. K. Enhancing Education and Career Pathways Through Peer and Near-Peer Social Capital // Journal of Youth and Adolescence. 2022. No. 51. Pp. 1287-1304. URL: <https://link.springer.com/article/10.1007/s10964-022-01717-y> (дата обращения: 10.06.2023)
4. Kullenberg T., Säljö R. Towards Dialogic Metaphors of Learning – from Socialization to Authoring // Integrative Psychological and Behavioral Science. 2022. No. 56. Pp. 542–559. URL: <https://link.springer.com/article/10.1007/s12124-021-09661-5> (дата обращения: 16.07.2023)
5. Schacter H. L., Hoffman A. J., Ehrhardt A.D. The Power Dynamics of Friendship: Between- and Within-Person Associations among Friend Dominance, Self-Esteem, and Adolescent Internalizing Symptoms // Journal of Youth and Adolescence. 2023. No. 52. Pp. 1206–1218. URL: <https://link.springer.com/article/10.1007/s10964-023-01763-0> (дата обращения: 10.06.2023)
6. Шепель В. М. Управленческая этика. М.: ЛЕНАНД, 2022.
7. Kostromina S., Grishina N. Psychology of Changeability: Basic Principles of Description of Processual Nature of Personality // Integrative Psychological and Behavioral Science. 2022. 26 October. Pp. 569-589. URL: <https://link.springer.com/article/10.1007/s12124-022-09730-3> (дата обращения: 16.07.2023)
8. Потемкина О. Ф. Имидж политического лидера. М.: Московский государственный институт культуры и искусств, 2006.
9. Кошлякова М. О. Социальное пространство имиджа: монография. М.: ИНФРА-М, 2022.
10. Парсонс Т. Функциональная теория изменения // Американская социологическая мысль. Под ред. В. И. Добренькова. М.: Изд-во МГУ, 1994.
11. Кормишина Г. М. Имидж в системе социального взаимодействия // Вестник Казанского государственного университета культуры и искусств. 2011. № 2. С. 1-5.
12. Симонова И. Ф. Педагогика имиджа: монография. Спб.: Ультра, 2012.
13. Спичева Д. И., Кужелева-Саган И. П. Имидж как инструмент управления сознанием и поведением «Поколения Y» // Вестник Томского государственного университета. 2012. № 363. С. 64-67. URL: <http://journals.tsu.ru/uploads/import/876/files/363-064.pdf> (дата обращения: 21.04.2023)
14. Мифтахов И. И., Мухаметзянова Ф. Г., Насыбуллин А. Р, Степашкина В. Изучение и развитие субъектного имиджа студента // Казанский вестник молодых ученых. 2019. Т.3. № 2. С. 57-63.
15. Шацилло В. А. Имидж образовательной организации в процессе профессионального самоопределения молодежи (на примере Саратовской области) // Вестник Поволжского

института управления. 2020. Т. 20. № 1. С. 83-90. DOI: 10.22394/1682-2358-2020-1-83-90

16. Красникова В. А. Имидж как фактор эффективности руководителя деятельности организации // Глобус: психология и педагогика. 2021. Том 7. № 43, 2021 С. 43-45.

17. Каримова К. Р. Понятие «образ» и «имидж» в практике СМИ и научных исследованиях // Знак: проблемное поле медиаобразования. 2019. № 4. С. 138-144. DOI: 10.24411/2070-0695-2019-10415

18. Парсонс Т. О социальных системах / Под ред. В. Ф. Чесноковой и С. А. Белановского. М.: Академический Проспект, 2002.

19. Парсонс Т. О структуре социального действия / Сб. пер. под общ. ред. В. Ф. Чесноковой, С. А. Белановского. М.: Академический Проспект, 2000.

## **Результаты процедуры рецензирования статьи**

*В связи с политикой двойного слепого рецензирования личность рецензента не раскрывается.*

*Со списком рецензентов издательства можно ознакомиться [здесь](#).*

Предмет исследования формирование и развитие имиджа современных студентов.

Методология исследования: системный подход, опрос студентов.

Актуальность. «Интерес к имиджу актуализируется реалиями сегодняшнего дня, когда профессиональное образование становится частью экономической системы общества, и эффективность образовательного учреждения оценивается государством и обществом не только по количеству и качеству подготовленных специалистов, но и по финансовым показателям». Не ясно, при чем здесь финансовые показатели? Актуальность не сформулирована.

Научная новизна отсутствует.

Стиль, структура, содержание. Стиль научный. Работа плохо структурирована: представления об имидже плохо стыкуются с теорией систем и структурно-функционального анализа. Содержание работы путано, не ясно.

В названии статьи заявлено изучение имиджа студентов. Имидж – совокупность представлений, сложившихся в общественном мнении о том, как должен вести себя человек в соответствии со своим статусом (<https://ru.wikipedia.org/wiki/%D0%98%D0%BC%D0%B8%D0%B4%D0%B6>).

Соответственно, имидж студента – это представления о том, как должен вести себя обучающийся. Однако в статье имидж рассматривается предельно широко, теряется при этом смысл понятия: «на основании системного подхода определить место и функцию имиджа студента в социальной системе профессионального образования, изучить процесс формирования и развития имиджа студента университета как самостоятельную систему, выявить факторы, влияющие на процесс развития имиджа студента как элемента социальной системы профессионального образования».

«Эмпирической основой исследования явилась разработка модели имиджа студента профессионального образовательного учреждения». Модель не может быть эмпирической основой.

Параграф «Результаты исследования» представляет собой обзор исследований имиджа, фрагменты теории Парсонса, исследование S. Kostromina и N. Grishina о процессуальной природе личности, авторскую модель имиджа студента профессионального образовательного учреждения, эмпирическое исследование имиджа.

«Имидж в системе профессионального образования выступает ... механизмом, снимающим напряжение в системе в случае, когда приходят учиться студенты, не определившиеся с выбором будущей профессии, имеющие низкую мотивацию к обучению». Данное утверждение не обосновывается и не доказывается.

Опираясь на теорию систем, «вход» и «выход», автор утверждает, что «факторы входа определяют то, какими студент обладает индивидуальными интеллектуальными, нравственными чертами и качествами, формирующими под воздействием социального окружения и общества в целом, отношением к человеку и профессии в том или ином обществе; на выходе формируется образ личности, модели гражданского и профессионального поведения». На основании этого суждения автор строит схему-модель имиджа студента, которая включает, в частности, включает: социальное окружение, воздействие общества, профессиональное окружение, политическую и экономическую ситуацию в стране; личностную позицию, профессиональное поведение, гражданскую позицию. Данные факторы в статье не обсуждаются.

«Мы предложили студентам оценить свой имидж, по методике, описанной М. Г. Подопригорой». По данной методике изучается

имидж интернет-магазина (file:///C:/Users/User/Downloads/razrabortka-metoda-issledovaniya-i-formirovaniya-imidzha-organizatsii.pdf). Можно ли данную методику применять к людям?

**Библиография.** Рассматриваются различные, разноплановые аспекты имиджа – студента, руководителя, политического лидера, а также организации, педагогики (1,4,5,6,7,8,9,10,12,18). Работы Парсонса (2,3,11). Темы, не связанные с имиджем: этика, психология, обучение, идентичность (13,14,15,16,17,19).

Апелляция к оппонентам отсутствует.

Выводы: «Использование системного подхода в изучении имиджа студента позволило утверждать, что имидж студентов является подсистемой социальной системы профессионального образования, и одновременно сам является системой». Данный тезис не доказан.

«В то же время имидж выступает механизмом сохранения целостности личности студента как актора системы профессионального образования и системы профессионального образования в целом». Данный тезис также не доказан.

«Внутреннее единство имиджа студента как системы обусловлено изменениями в структуре имиджа, сгенерированном взаимодействием со средой профессионального образовательного учреждения». Данное утверждение малосодержательное, резонерское.

Интерес читательской аудитории отсутствует.

## **Результаты процедуры повторного рецензирования статьи**

*В связи с политикой двойного слепого рецензирования личность рецензента не раскрывается.*

*Со списком рецензентов издательства можно ознакомиться [здесь](#).*

На рецензирование представлена работа «Системный подход в изучении имиджа современных студентов».

**Предмет исследования.** Работа направлена на определение места и функции имиджа студента в социальной системе профессионального образования с опорой на системный подход, изучение процесса формирования и развития имиджа студента университета как самостоятельной системы; выявление факторов, влияющих на процесс развития имиджа студента как элемента социальной системы профессионального образования. В целом, с поставленными задачами автор справился; выделенный предмет был изучен.

**Методология исследования** опирается на системный подход, который был рассмотрен в Р. Мертона, Т. Парсонса, П. А. Сорокина и др. Автором организовано и проведено исследование.

Актуальность исследования обусловлена необходимостью системного подхода к

изучению имиджа современных студентов.

Научная новизна исследования заключается в определении системного подхода в изучении имиджа современных студентов.

Автором были получены следующие результаты:

1. На основании проведенного теоретического анализа была разработана модель имиджа студента профессионального образовательного учреждения.

2. Проведено исследование, которое позволило студентам оценить свой имидж, с использованием описанной методики (определен процессуальный компонент, рассмотрена внешняя составляющая имиджа, процессуальный и внутренний компоненты и пр.).

3. Представлен системный подход в изучении имиджа современных студентов.

Стиль, структура, содержание. Стиль изложения соответствует публикациям такого уровня. Язык работы научный. Структура работы прослеживается четко, автором выделены основные смысловые части.

Во введении автор определил актуальность затронутой проблемы. Автор отмечает, что интерес к имиджу определяется современными реалиями, когда профессиональное образование представляет собой часть экономической системы общества. В то же время, эффективность образовательного учреждения государство и общество оценивает не только по количеству и качеству подготовленных специалистов, но и по финансовым показателям. В системе профессионального образования позитивный имидж учебного заведения, преподавательского состава, студентов играет определяющее значение для привлечения абитуриентов, финансирования научных исследований, получения грантов и пр.

Во введении обозначен предмет исследования. Автором отмечается, что формирование имиджа студентов происходит в процессе обучения. Проведенный анализ позволил выделить основные принципы системного подхода и единицы социальной системы. Особое внимание удалено характеристике цели, методов и материалов исследования.

Основной раздел включает описание полученных результатов. Особое внимание удалено определению следующих позиций:

- дана трактовка феномена «имидж»;
- уточнено содержание феномена «имидж студента» и выделены основные его компоненты (личностный, социальный, ресурсный),
- определено основное содержание фаз, нарушение соотношения которых приводит к возникновению напряжения,
- выделены условия изменения имиджа,
- определены элементы внутренней системы имиджа (внешняя, внутренняя и процессуальная составляющая, а также ядро имиджа),
- предложено описание основных этапов эмпирического исследования;
- представлены результаты корреляционного анализа;
- подведены результаты исследования.

По мнению автора, имидж выступает механизмом сохранения целостности личности студента как актора системы профессионального образования и системы профессионального образования в целом.

Заканчивается статья кратким описанием результатов исследования и формулированием общих выводов.

Библиография. Библиография статьи включает в себя 19 отечественных и зарубежных источником, незначительная часть которых издана за последние три года. В списке представлены, в основном, статьи и тезисы. Помимо этого, в списке имеются монографии, интернет-источники, учебные и учебно-методические пособия. Источники оформлены, в целом, корректно, но в некоторых позициях неоднородно. Коррекции

требуют источники 6, 7, 14 и пр.

Апелляция к оппонентам.

Рекомендации:

- провести более полный анализ литературы, в том числе, современной;
- подробно описать особенности организации и проведения исследования, уточнить и охарактеризовать выборку, представить подробно полученные результаты в количественном и качественном вариантах;
- выделить научную новизну, авторский вклад в решение выделенной проблемы, определить перспективы и направления дальнейшего исследования.

Выводы. Проблематика статьи отличается несомненной актуальностью, теоретической и практической ценностью; будет интересна специалистам, которые занимаются проблемами изучения имиджа современных студентов. Статья может быть рекомендована к опубликованию с учетом выделенных рекомендаций.

Modern Education

*Правильная ссылка на статью:*

Bokareva Y.M., Novoselova O.A. Chinese Philology Students Studying Russian's Cultural Knowledge of Russia (Based on the Results of a Diagnostic Questionnaire) // Современное образование. 2024. № 1. С. 30-47. DOI: 10.7256/2454-0676.2023.4.69039 EDN: LNIMTK URL: [https://nbpublish.com/library\\_read\\_article.php?id=70601](https://nbpublish.com/library_read_article.php?id=70601)

## **Chinese Philology Students Studying Russian's Cultural Knowledge of Russia (Based on the Results of a Diagnostic Questionnaire) / Культуроведческие знания о России китайских студентов-филологов, изучающих русский язык (по результатам диагностического анкетирования)**

**Бокарева Юлия Михайловна**

кандидат филологических наук

доцент, кафедра современного русского языка и методики его преподавания, Новосибирский государственный педагогический университет

630126, Россия, Новосибирская область, г. Новосибирск, ул. Вилойская, 28

 [yuliamihail@mail.ru](mailto:yuliamihail@mail.ru)



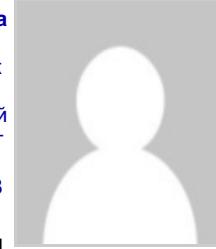
**Новоселова Ольга Аркадьевна**

кандидат филологических наук

доцент, кафедра современного русского языка и методики его преподавания, Новосибирский государственный педагогический университет

630126, Россия, Новосибирская область, г. Новосибирск, ул. Вилойская, 28

 [novoselova.olya2011@yandex.ru](mailto:novoselova.olya2011@yandex.ru)



[Статья из рубрики "Эффективность обучения"](#)

### **DOI:**

10.7256/2454-0676.2023.4.69039

### **EDN:**

LNIMTK

### **Дата направления статьи в редакцию:**

21-11-2023

**Аннотация:** Предметом исследования являются культуроведческие (культурно-страноведческие) знания иностранных студентов филологического профиля о России. В работе содержатся результаты исследования, которое проводилось в течение

нескольких лет (начиная с 2014 года) среди студентов-филологов Синьцзянского государственного и Синьцзянского педагогического университетов (КНР, г. Урумчи), изучавших русский язык 2 года по учебникам «Русский язык для вузов» серии «Восток» (созданных в Китае) и приезжавших на годичную стажировку (3-й год изучения русского языка как иностранного) в Новосибирский государственный педагогический университет (НГПУ), с уровнем владения русским языком в объеме 1 сертификационного уровня (B1). Цель работы – представить систему диагностических заданий, которые позволяют выявить стартовые знания студентов-филологов о культуре страны изучаемого языка и изменения в их представлениях о реалиях культуры России в конце года обучения, определить базовые культурно-страноведческие сведения, усваиваемые в ходе обучения носителями системно различающихся культурных ценностей. Анализ педагогической, методической и учебной литературы по проблемам обучения иностранным языкам, в том числе русскому языку как иностранному, анкетирование инофонов с целью определения культурно-страноведческих знаний о России, метод описания, обобщения и систематизации полученных данных, метод тематической классификации культуроцентрического материала, представленного в учебниках и в выполненных студентами заданиях. Новизна исследования определяется вводимым в научно-методический оборот материалом, полученным в результате опроса и анкетирования иностранных студентов-филологов и позволяющим изучать образ России, сложившийся у студентов-инофонов. Основные выводы проведенного исследования связаны с разработанной и апробированной системой диагностических материалов, направленной на определение уровня культурно-страноведческой компетенции (ее предметного содержания) у инофонов. Полученные материалы позволяют выявить у иностранных студентов-филологов базовые культурно-ориентированные знания о России, которыми они располагают после обучения вне языковой среды, а также отследить изменения, произошедшие в их представлениях о русской культуре за время обучения в России, и сделать выводы о доминирующих культурных ценностях России в языковом сознании иностранных обучающихся.

**Ключевые слова:**

РКИ, методика преподавания РКИ, компетенции, социокультурная компетенция, страноведческая компетенция, культуроведческая компетенция, культуроведческие знания, подготовка иностранных студентов-филологов, этнотехника, китайские студенты

*Исследование выполнено в рамках проекта «Проектирование модели организационно-методического и кадрового обеспечения образовательной деятельности на русском языке в системе образования Китайской Народной Республики: прикладное исследование», который реализуется при финансовой поддержке Министерства просвещения Российской Федерации в рамках государственного задания № 073-03-2023-027 от 27.01.2023.*

Previously published in Russian in the journal *Pedagogy and Education*.

This work's relevance is due to modern trends in developing methods and practices for teaching Russian as a foreign language (RCT). Currently, the methodology for teaching foreign languages focuses on the interrelated teaching of language and culture, as well as the cultural component of the educational process, especially in the absence of an authentic language environment.

According to results from V.D. Gorbenko, T.N. Dominova, N.O. Ilyina, Yu.A. Kumbasheva, and M.V. Mityakova's *Content Analysis of the Most Relevant Directions in the Teaching Methodology of RCT Over the Past 5 Years* "linguistic, communicative, cultural, and anthropocentric" directions were identified [\[1, p. 260\]](#)

At present, in the development of the methodology of language education, one of the urgent tasks is the formation of students' communicative competence, an important component in the structure of which is cultural (regional, socio-cultural in a broad sense) competence (sub-competence), which requires familiarization with significant social and cultural realities of the country of the language being studied [2-4]. It emphasizes the need to develop skills not only in all types of speech activity but also to transfer knowledge about foreign cultures, broaden the horizons of foreign-speaking students, and stimulate their interest in learning a new language and a new culture [5-7]

This requirement is especially relevant in preparing foreign philology students [8-10]. It is noted that with a competency-based (along with a personal-activity) approach to their training, a linguo-culturological component [\[9\]](#) or conceptually close country studies, cultural studies [\[6; 11\]](#) is included in the composition of the proper professional competence, along with others, when culture acts as "one of the objects of learning" along with language and speech, L. P. Klobukova, L. V. Krasilnikova, A. G. Matyushenko, defining the specifics of the training of foreign philology students, suggest that as an "extremely important part of the communicative competence for future teachers of the Russian language and literature" to allocate a cultural and regional component to them as "they are in the process of being able to successfully form the image of Russia in students' professional activities and transfer their knowledge about Russian culture in all its diversity to them" [\[10, pp. 95-96\]](#).

The cultural orientation of the training allows students to develop the ability to engage in intercultural communication, which is especially important for carriers of systemically different cultural values.

The relevance of the work also lies in its orientation to one of the modern areas of linguistics—imagology, which studies the image of the country. Researchers point to the need to form a positive image of Russia in the international educational space [see, for example, 13-14]. In this connection, it seems important to develop tasks that allow us to diagnose the formation of cultural and regional competence, the amount of cultural knowledge about Russia among international students, and the image of the country of the language being studied in their worldview.

**The theoretical basis** of this research was the works devoted to the main problems of linguo-culturology and linguistics, which occupy an important place when teaching Russian as a foreign language [\[2; 6; 8; 11\]](#), research in the field of imagology [14-15], publications of methodologists, considering the main problems of teaching foreign languages, including Russian as a foreign language, concerning the subject content of culturological and competence-based approaches in language education, the integrative principle of familiarizing students through language with the culture of the country of the language being studied [\[2; 5; 7; 16-21\]](#), Russian language teaching works devoted to the problems of ethno-oriented approaches to teaching Russian as a foreign language [22-26], as well as the works of methodologists and teachers of the Russian language from the People's Republic of China, considering relevant the issues of training Chinese students—future philologists in the absence of an authentic language environment: consistency in teaching regional studies material, the development of students' ability to navigate in a foreign

language culture, criteria for the selection of regional studies, including factual information that contributes to the formation of cultural competence [27–33].

Russian for Universities' series "Vostok" (parts 1–4), created by Chinese-Russian scholars, became the empirical basis of the study, according to which foreign trainee students studied the Russian language for two years before coming to Russia (language material of exercises on phonetics, vocabulary, grammar and speech development, texts for reading):

1. Shi Teqiang & Zhang Jinlan. (2008). *Russian language in universities* (1). Beijing: Publishing House of Teaching and Research of Foreign Languages. p. 349.
2. Liu Sumei. (2010). *Russian language in universities* (2). Beijing: Publishing House of Teaching and Research of Foreign Languages. p. 424.
3. Huang Mei. (2010). *Russian language in universities* (3). Beijing: Publishing House of Teaching and Research of Foreign Languages. p. 445.
4. Zhang Chaoyi. (2011). *Russian language in universities* (4). Beijing: Publishing House of Teaching and Research of Foreign Languages. p. 280.;

Russian as a foreign language 2) materials of the questionnaire of students of the Xinjiang State and Xinjiang Pedagogical Universities (PRC, Urumqi), who came under the academic mobility program for a one-year internship (3rd year of studying Russian as a foreign language) to Novosibirsk State Pedagogical University (NGPU), with a level of proficiency in Russian in the amount of 1 certification level (B1) for several years: a) materials of the entrance questionnaire, allowing to reveal knowledge about the culture of the country from Chinese philology students who came to Russia; b) materials of the final questionnaire, showing changes in the ideas about the realities of Russian culture among trainees at the end of the academic year.

In the process of teaching foreign philology students the Russian language, the development of cultural and regional competence (according to L. P. Klobukova) is one of the leading tasks [10; 12; 29; 30; 32; 34–35], which includes cultural knowledge about the country of the language being studied, works of art, outstanding figures of culture and science, the objects and phenomena of traditional Russian life, and traditions, rituals, and customs.

When teaching RCT, "an appeal to culture is made not just to illustrate linguistic phenomena, but to familiarize with it, evaluate and understand it" [7, p. 49]. This is consistent with the tasks of training "comprehensively developed Russian graduates" in the PRC "in accordance with the requirements of the concept of "One Belt and One Road" [32, p. 172], which are guided by methodologists and teachers of the Russian language in China as part of the reforms in the education sector of the PRC. It is noted that "future Russian graduates should not only be able to "understand by ear, speak, read, write and translate but also have knowledge about Russia" [32, p. 172]. This implies "strengthening the cultural component in their language and professional training" [29].

When it comes to Russian language teaching as part of a cultural approach, we have attempted to establish what information about Russian culture the philology students who studied Russian in China and came to Russia for an internship in the third year possess in order to determine their basic ideas about Russian culture, their preferences and interests, and some common trends in the development of cultural and regional competence.

To understand what cultural phenomena Chinese students who have studied Russian in China for two years may know, the first four parts of the *Vostok* series textbook "Russian Language for Universities" were analyzed. We will present the collected materials from textbooks, grouping the nominations of the phenomena of Russian culture on a thematic basis.

**Architecture:** *Red Square, Kremlin, Monument to Alexander Pushkin, "The Bronze Horseman," Peter and Paul Fortress, St. Isaac's Cathedral, Kazan Cathedral, Assumption Cathedral, Annunciation Cathedral, Ivan the Great Bell Tower, Pokrovsky Cathedral/St. Basil's Cathedral, etc.*

**Literature:** *"The Word about Igor's Regiment," A.S. Pushkin, N.V. Gogol, L.N. Tolstoy, F.M. Dostoevsky, A.P. Chekhov, I.S. Turgenev, A.A. Akhmatova, Osip Mandelstam, I. Bunin, M. Gorky, M. Sholokhov, Ostrovsky, P. Bazhov, A.B. Chakovsky, Sergey Mikhalkov, V. Aksenov, S. Dovlatov, etc.; "Ruslan and Lyudmila," "The Bronze Horseman," "Eugene Onegin," "The Captain's Daughter", "The Tale of the Fisherman and the Fish," "Hero of Our Time," "Dead Souls," "The Inspector," "Fathers and Children," "Crime and Punishment," "War and Peace," "Anna Karenina," "Resurrection," "The Man in the Case," "Cherry Orchard," "Mother," "Quiet Don," etc.*

*Pushkin's poems, Chekhov's stories, Rasputin's novel.*

**Texts suggested for reading:** M.Y. Lermontov's "Sail" (text with translation), A. Tolstoy's "Russian Character," P. Bazhov's "Stone Flower," V.M. Shukshin's "Exam," S. Dovlatov's "Crepe Finnish Socks," etc.

**Music:** P.I. Tchaikovsky, D.D. Shostakovich, opera "Prince Igor" by A.P. Borodin.

**Visual art:** Andrey Rublev, Ilya Repin, Vasily Surikov "Boyar Morozova," Isaac Levitan, Viktor Vasnetsov "Ivan Tsarevich on the Gray Wolf," etc.

**Theater:** Mayakovsky Theater, Bolshoi Theater, Maly Theater, Mariinsky Theater, BDT. Tovstonogova.

**Movies:** "Anna Karenina," "The Siberian Barber" by Nikita Mikhalkov, and Oleg Menshikov, films by E. Ryazanov, "Irony of Fate, or with a light steam!", "Office Romance," "Train Station for Two," "Cruel Romance," the film by George Danelia, "I'm walking around Moscow," etc.

**Handicrafts:** samovar, matryoshka, khokhloma, Pavlovsky Posad shawl.

The analysis of cultural materials of the textbook "Russian Language for Universities" from the "Vostok" series shows that:

- there is a lot of information about Russian culture in Russian language textbooks created in China; they are diverse and from different cultural spheres;
- information about the realities of Russian culture is given in special sections; for example, in the first part, there is an "About Russia" section. In the third part, there is a heading "It's interesting" containing information about Russia, as well as the materials of exercises on phonetics, tasks on grammar and vocabulary in the section "Speech Development," and the texts for reading, visualization, and educational material tools are used—cultural information is accompanied on the pages of the textbook by photographs of sights, reproductions of paintings by Russian artists and portraits of cultural and art figures;

- a concentric way of presenting the material was chosen as the leading one in the textbooks, in which the compilers of the textbook return to the once-named phenomenon of culture in subsequent topics and parts, each time adding new information, deepening it, for example: in the second part of the book, the name "monument to Pushkin" is given, and in the third, there is an expansion of information: "Monument to A. S. Pushkin in the center of Moscow, sculptor A.M. Opekushin." In the fourth, the name of the monument is repeated once again, and the poet's name is given in full: "Monument to Alexander Pushkin."

This principle of arranging educational material provides accessibility—the transition "from easy to difficult," "from what has already been learned to the new," and openness—the possibility of deepening and expanding what was previously studied and considering students' needs.

Russian textbooks for Chinese students have been analyzed to show that they contain texts devoted to specific facts of Russian culture (events, monuments, personalities). Still, materials reflecting the Russian-Chinese dialogue of cultures are practically absent. Researchers of the cultural approach in teaching foreign languages note that knowledge about a foreign culture is perceived through comparison with native culture; based on contrast, the facts of Russian culture are evaluated, and a personal attitude toward them is formed [\[6; 16\]](#).

The textbook materials that students use to study in China help establish what language base they should possess, including culturally oriented knowledge. The analysis results allow the teacher to take into account what students have already studied in order to update the acquired knowledge in further work and replenish and expand this knowledge, which contributes to the development of cultural and regional competence among philology students.

At the beginning of the academic year, when Chinese students are interning at the NGPU, they are asked to complete several tasks to understand what knowledge they have after studying outside the language environment, as well as to arouse interest in Russian culture, understanding its global significance and motivation to study it.

As an example, here are three tasks that were offered to trainees in September 2023:

**Task 1.** Write down what phenomena of Russian culture you know. The following incentives were given to students: *universities, architecture, ballet, painting, cinema, literature, music, folk crafts, theater, monuments, museums, holidays, Russian cuisine, etc.*

Here are the responses and reactions of students of the PRC (September 2023); they are typed in italics next to the number of responses as a percentage of the total number received.

Scientists – *Pushkin* 20%, *Russian* 20%

Universities – *NGPU* 100%, *MSU* 20%, *NSU* 20%

Architecture – *Red Square* 20%

Ballet – *"Swan Lake"* 20%

Movies – *"Masha and the Bear"* 20%, *"War and Peace"* 20%, *"And the Dawns are Quiet Here"* 20%

Literature – *"War and Peace"* 20%

Music – *youth* 20%, "Swan Lake" 20%

Folk crafts – *hunting* 20%, *matryoshka* 20%

Theater – *Bolshoi Theater* 20%,

Museums – *Hermitage* 20%

Holidays – *Victory Day* 60%, *New Year* 20%

Dishes of Russian cuisine – *Pancakes* 60%, *borsch* 40%, *soup* 40%, *meat* 20%

The answers from the Chinese interns show that they have some knowledge about Russian literature, theater, cinema, etc. (this is evidenced by the reactions to *War and Peace*, *the Bolshoi Theater*, *Swan Lake*, *And the Dawns are Quiet Here*, *Matryoshka*, *Victory Day* etc.), but they are few and superficial. *Pushkin's* reaction to the stimulus, *scientists* think, suggests that students have learned the precedent name, but they do not know exactly what area of culture it is associated with. There are incentives for the task that remain unanswered: painting, monuments, clothing.

The second task tests the knowledge of cultural studies materials from the textbook "Russian Language for Universities," which the students who participated in the survey studied in China for two years (Table 1).

**Task 2.** Fill in the right column of the table by answering the questions: *Who is it? What is it?*

The purpose of the proposed task is to determine whether students know/remember the names they studied while being taught Russian in their homeland (these names were presented repeatedly in educational materials), whether they understand which sphere of culture these lexical units relate to, and with which cultural realities they are connected—through the indication of a generic concept.

**Table 1.** Responses of Chinese students (September 2023)

Nominations of cultural phenomena	Who is it? What is it?
from the textbook "Russian language for universities" from the series "East"	
"Arguments and facts"	book 80%
A. Akhmatova	poet 60%
"Boyarynya Morozova"	book 20%, book and movie 20%
A. Rublev	artist 20%
A. S. Pushkin	poet 100%, writer 40%
Anna Karenina	hero 20%, heroine 60%, heroine of books and movies 20%, book 20%
V. Vasnetsov	artist 20%
V. Surikov	artist 20%
D. Shostakovich	composer 20%
D. S. Likhachev	book 20%, writer 40%, poet and writer 20%
I. Levitan	artist 20%, poet 20%
I. Repin	artist 20%, hero 20%, museum 20%
"Irony of fate, or with a light steam"	book 40%
I. N. Tolstoy	writer 100%

...	...
M. Sholokhov	writer 40%, poet 20%
M. V. Lomonosov	scientist 20%, poet 20%, writer 40%
Pancake day	holiday 20%
"Mother"	the novel 20%, the book 60%, the heroine of the book 20%
N. Mikhalkov	writer 20%
Armory Chamber	dish 20%
pies	dish 20%, holiday 20%
P. I. Tchaikovsky	composer 20%, writer 20%, artist 20%
Christmas	holiday 80%
"The Siberian Barber"	film 20%, TV show 20%, newspaper 20%
"Good night, kids!"	TV show 20%, book 20%
Tretyakov Gallery	museum 60%
F. M. Dostoevsky	writer 80%
"what? Where? When?"	book 20%
shchi	dish 40%
E. Ryazanov	writer 20%, artist 20%

Table 1 shows that 100% of the correct answers were given to the stimuli *Pushkin* and *L. N. Tolstoy*, 80% – *F. M. Dostoevsky* and *Christmas*. The interviewed students did not find out/did not remember which area of culture the stimuli "Arguments and Facts," "Boyar Morozova," *D. S. Likhachev*, "Irony of Fate, or with a light steam," *N. Mikhalkov*, *Armory Chamber*, "What? Where? When?", and *E. Ryazanov*. In general, students from this group do not know the names of paintings, films, scientists, or film directors presented in the textbooks for the first two courses.

The third task was completed after watching the video of the first part of the opening ceremony of the Olympic Games in Sochi's show *Dreams about Russia*, which is called *Alphabet*. In the video, "the most significant, civilizational, national, universal values and achievements of Russia at different times and in different epochs in literature, art, science and technology (technology)" are named in alphabetical order [36, p. 154], as well as historical milestones and geographical attractions: A – ABC, B – Baikal, C – Sikorsky helicopter, G – Gagarin, D – Dostoevsky, E – Catherine the Second, E – "Hedgehog in the Fog", Z – Zhukovsky, Z – Grain Harvester, I – Empire, Y – Tchaikovsky, K – Kandinsky, L – Lunokhod, M – Malevich, N – Nabokov, O – Orbital Station, P – Periodic Table, P – Russian Ballet, C – Satellite, T – Tolstoy. Television, U – Ushanka, F – Fisht, X – Khokhloma, C – Tsiolkovsky, H – Chekhov, Sh – Chagall, Sh – Shchusev, B – Pushkin, Y – We, B – Love, E – Eisenstein, Y – Parachute, I – Russia.

In the video, nominations related to the sphere of art make up 48% of the total number of named cultural realities, with the sphere of science and technology (including space research) making up 30%. This indicates that the video's creators sought to create an image of a country whose symbols are works of art, achievements in art, scientific discoveries, and successes in space exploration.

Almost none of the cultural phenomena listed in the video relate to everyday realities: only the *ushanka* is named, probably because this headdress is perceived worldwide as one of Russia's national symbols. Dishes of national cuisine, for example, were unnamed.

After getting acquainted with the video, students are invited to present their alphabet, naming what is important, from their point of view, to the phenomena of Russian culture. The students' answers are presented in Table 2.

**Table 2. Responses of Chinese students (September 2023)**

	My alphabet of Russian culture. What do I consider important in Russian culture?
<b>But</b>	ABC, alphabet, <b>architecture</b>
<b>B</b>	<b>dishes</b> 3, ballet 2, epic, damn, god
<b>In</b>	wars, vodka, east Slavic
<b>G</b>	coat of arms 2, <b>city</b> , geography, anthem, (Gagarin)*
<b>D</b>	<b>attraction</b> 2, power 2, dessert
<b>E</b>	(Catherine the Second)
<b>E</b>	Christmas tree, (hedgehog in the fog),
<b>Zh</b>	<b>animals, painting</b>
<b>Z</b>	winter, table etiquette
<b>And</b>	<b>history</b> 2, games, international
<b>J</b>	
<b>To</b>	kitchen 2, lullaby song, climate, kvass, red square, <b>culture</b>
<b>L</b>	<b>literature</b> , (lunokhod)
<b>M</b>	<b>museum</b> 2, <b>music</b> , matryoshka, (Malevich)
<b>N</b>	nationality, scientific
<b>Aboutclothing</b>	3, education
<b>P</b>	<b>proverb, holiday, song</b>
<b>R</b>	revolution, <b>plant</b> , Russian character
<b>With</b>	sport 2, airplane, soviet time, soup
<b>T</b>	tourism, dance, technical
<b>At</b>	
<b>F</b>	flag 3, <b>movie</b>
<b>H</b>	character 2, art, bread, khokhloma
<b>C</b>	tsar, color, circus
<b>Tsch</b>	black bread, (Tchaikovsky)
<b>Sh</b>	
<b>Shch</b>	shield
<b>B</b>	
<b>Y</b>	
<b>B</b>	
<b>E</b>	etiquette
<b>Yu</b>	
<b>I</b>	(I am Russia)

\*Repeats from the video are given in parentheses. The number indicates the number of identical student responses.

It is noteworthy that in the answers of students of this group, almost no specific cultural phenomena are named (names of cultural figures, works of art, etc.). Still, general directions, spheres of culture, or generic concepts are presented (such answers in Table 2 are highlighted in bold), for example, *architecture, literature, music, painting, ballet, culture, attraction, museum, holiday, film*, etc.

The students' answers received during the assignment can be grouped according to the

thematic principle in accordance with the spheres of culture presented in the video.

Common names of cultural realities: *culture, attraction, museum, circus*

Architecture: *architecture, Red Square*

Literature: *literature, proverb*

Music: *music, lullabies, songs (Tchaikovsky)*

Fine arts: *painting, art (Malevich)*

Theater: *ballet, dance*

Movie: *movie (Hedgehog in the Fog)*

Handicrafts: *matryoshka (Khokhloma)*

Russian traditions: *Christmas tree, games, holiday*

National dishes and drinks: *dishes, cuisine, pancake, vodka, dessert, kvass, soup, bread, black bread*

Clothing: *clothing*

Education: *(ABC), alphabet, education*

Etiquette: *etiquette, table etiquette*

Science, technology: *(Gagarin), (lunokhod), scientific, aircraft, technical*

History: *history, wars, East Slavic, power (Catherine the Second), international, Soviet time, revolution, tsar, shield*

State symbols: *flag, coat of arms, anthem*

The students' responses included unnamed writers and poets, artists, composers, and works of literature and art.

Answers that were not included in any group were sports, Russian characters, gods, cities, geography, animals, winter, climate, plants, and *tourism (I am Russia)*. It should be noted that all of them have a regional orientation. For example, Russian characters, animals, plants (which are in Russia), (Russian) winter, (Russian) climate, (Russian) sports—these are phenomena that have differences, their own specifics in different national pictures of the world.

The results obtained show the peculiarities of assimilating cultural information in the absence of an authentic cultural environment: the studied lexical units denoting spheres, cultural trends, generic, generalized names of cultural realities (*landmark, architecture, painting, etc.*, included in the Lexical minimum for Russian as a foreign language of the first certification level) were remembered and reproduced, what is filled with nationally oriented specifics in different cultures is connected with the value representations of native speakers of the studied language and, from the point of view of students, is significant in Russian culture, as, in fact, in their native one. This indicates the consolidation in the consciousness (in the lexical and semantic stock of the linguistic personality) of common cultural elements (architecture, cinema, music, literature, painting) at this stage of language proficiency, meaningfully unrelated (not supported by background knowledge) with the ethnocultural

features of the country of the language being studied, specific facts, names, foreign cultural achievements, cultural and country-specific information remains not assimilated due to inactivity, lack of demand, and lack of motivation.

The survey conducted at the beginning of the academic year allows us to determine the initial knowledge of students, in general, to make a "cultural portrait" of the group, reflecting students' ideas about Russian culture, the level of formation of their cultural and country-specific competence, i.e., to identify which areas of culture (literature, music, architecture, fine arts, Russian traditions) knowledge students have practically no knowledge about which ones are not enough (group students give 1-2 correct answers), about which cultural realities students know well (there are many correct answers/more than two and they are diverse). They compiled a "cultural portrait," which allows the teacher to identify "cultural gaps," to understand what should be paid attention to during the year, what information of the cultural and country-specific plan should be introduced into texts, assignments, tests, what forms of work can be offered taking into account the linguistic and cultural specifics of students, to suggest ways to expand the initial knowledge. The results of 2023 indicate that foreign students have learned the words naming the directions and areas of culture but are almost not familiar with works of art. Therefore, in the course of training, the teacher will need to pay attention to specific works of painting, cinema, architecture, as well as national customs and traditions.

"Cultural portraits," according to the survey results of groups of students, are different in different years. Even though the textbooks they study in China are the same, the universities from which interns come to NGPU are the same. However, the social conditions and forms of education and the students' training level are changing. Thus, the responses of students in one of the groups contained many reactions related to politics, with communist ideology (*Lenin, the Communist Party, Pavel Korchagin, N. Ostrovsky, Lenin's mausoleum*, etc.). In contrast, in the other group, culturally oriented vocabulary prevailed, and ideologically colored themes weakened.

At the end of the academic year, after students have studied Russia for one year, they are again invited to compose their own alphabet of Russian culture, naming what they consider important in Russian culture. The teacher's task is to make a comparative analysis of the answers received during the final questionnaire with those given at the beginning of the academic year and to trace what changes in ideas about cultural values occurred during the year while these students studied and lived in Russia, traveled around the country (visited Moscow, St. Petersburg, and other Russian cities), evaluate the effectiveness of selected teaching methods, educational materials, and ways of transmitting cultural knowledge and information about culture.

We present the results of the responses of student trainees from the 2015-2016 academic year as an example of a comparative analysis of diagnostic materials collected during the entrance and final surveys.

The analysis of these answers shows which facts and information about the cultural realities of Russia were preserved in the answers of foreign speakers (stable, relevant knowledge), which information presented at the beginning of the year was not repeated at the end of the training, and what new culturally oriented knowledge philology students acquired (a dynamic aspect of cultural and regional competence).

1. The list of Russian writers and poets named by Chinese students became less diverse by the end of the year: 11 writers and poets were named at the beginning of the year, and 7

were named at the end of the year.

*Gogol, Dostoevsky, Turgenev, and Chekhov remained.* Such names as *Radishchev, Ostrovsky, Gorky, A. Tolstoy, Yesenin, Sholokhov, and Evgeny Charushin* did not repeat. *Pushkin, Leo Tolstoy, and Zhukovsky* appeared. The total number of responses in which writers and poets are named as symbols of culture has practically not changed: at the beginning of the year, there were 24 such responses, and at the end, 23.

2. At the beginning of the school year, several people named specific literary works (*Winter Oak, Hero of Our Time, To Chaadaye*). Although these were isolated reactions, the participants of the experiment associated the names of literary works with the Cultural Fund of Russia. At the end of the school year, not a single literary work was mentioned in their responses.

3. The number of names of literary heroes also decreased in students' responses: *Anna Karenina, Zhivago, and Eugene Onegin* at the beginning of the year and *Pechorin* and *Cinderella* at the end of the year.

4. Significant changes have occurred in the group of responses naming architectural ensembles, structures, and monuments. If, at the beginning of the year, students recorded only 20 reactions related to architecture, then at the end of the year, this list has significantly expanded to 69 reactions. The answers were unchanged: *Cathedral, temple, Shchusev, Red Square, Kremlin*. At the end of the year, the reactions *chapel, Nevsky Prospekt, Arbat* were not given (the students saw the Chapel as one of the first sights, getting acquainted with Novosibirsk shortly after arriving in Russia, and the names *Nevsky Prospekt, Arbat* were learned by them in China). New answers included *architecture, towers, palace, bell towers*; specific names of attractions appeared: *St. Isaac's Cathedral, Assumption Cathedral, Church on Blood, Kazan Cathedral, Winter Palace, Archangel Cathedral, St. Sophia Cathedral, Summer Garden, Peterhof, Ivanovskaya Square, Tsaritsyno*. These changes are explained by the fact that students traveled around Russia, visited Moscow and St. Petersburg, saw a lot, and emotionally perceived.

5. In the heading "Museums" at the beginning of the year, 2 museums were named: the *Hermitage* (8 answers) and the *Russian Museum* (3 answers), and the word *museum* itself was indicated (1), and at the end of the year, the *Hermitage* appeared in 18 answers, such an increase is because students had a chance to visit this museum and the impression of it turned out to be more vivid, memorable.

6. Small changes can be noted in the fields of music, fine arts, theater, and cinema. At the beginning of the year, *Tchaikovsky* and *Glinka* were presented; at the end, only *Tchaikovsky*, whose works students listened to during the year.

In the responses related to theater, the name of *Tchaikovsky's* ballet *The Nutcracker* remained unchanged. At the end of the year, other ballets were added, including *Swan Lake* and *Sleeping Beauty*, which students watched in Russia.

In fine arts, at the beginning of the year, the names of artists were given in the alphabet: *Levitin, Repin*, the word *landscape*, and at the end, only *Shishkin*.

7. Although the answers, which present Russian holidays, were more diverse at the beginning of the training (*Victory Day, Christmas, Knowledge Day, Maslenitsa, Easter*), in the end, only the name of one holiday made the strongest impression, *Victory Day*. This group can also include the Immortal Regiment reaction associated with this Day.

8. The nominations of national dishes and drinks became more diverse: at the beginning of the year, *bread*, *borsch*, *cabbage soup*, *vodka*, and *kvass* were given, and at the end, *pancakes*, *borsch*, *cabbage soup*, *soup*, *kvass*, *okroshka*, that is, first of all, those dishes that were tasted, liked and remembered were called. We noticed that students came to our country with the conviction that all Russians drink *vodka*, and at the beginning of their studies in Russia, the word *vodka* appeared in the answers of three people and *alcohol* by one person. At the end of the school year, there were no such reactions. Perhaps this indicates that the idea of Russian drunkenness/drinking culture has changed.

9. In the reactions naming handicrafts, in addition to the words *matryoshka* and *samovar* (which were at the beginning of the year), *gzhel*, *Khokhloma*, and *casket* appeared, which indicates a thematic expansion of the vocabulary associated with Russian folk crafts.

Russian survey materials have shown that students learn a lot about Russian culture in China while learning Russian. During their year of studying in Russia, their ideas about the symbols of Russian culture changed. Some specific names of works of art and the names of artists who were learned before coming to Russia have been forgotten. At the same time, the answers at the end of the academic year showed significant changes in the subject content of the cultural and country-specific competence of Chinese trainees—on the one hand, due to the updating of information gleaned from textbooks on the Russian language during direct acquaintance with the sights of Russia, and on the other hand, due to the acquisition of new culturally-oriented knowledge through their perception, memorization and comprehension, which is especially important for carriers of systemically different cultural values [\[29; 30; 33\]](#).

The general humanitarian plan's topics (family relations, education, traditions, and customs), which also include a cultural component (literature, art, folk crafts, etc.), allow you to acquire basic knowledge about foreign cultural values during training and develop the skills and abilities necessary for intercultural interaction.

The results obtained indicate that with purposeful, systematic work on the development of cultural and country-specific competence, international students gain knowledge in those areas that the teacher paid attention to during the year as relevant and significant in the Russian picture of the world, including in cultural spheres poorly mastered by students (judging by materials of the entrance questionnaire) during the period of study in the absence of an authentic language and cultural environment. Russian students became acquainted with the monuments of Russian architecture and paintings during the 2015–2016 academic year on excursions and took part in Russian holidays, so at the end of the academic year, the answers of foreign speakers related to these areas of culture became more diverse and reflected what was learned, emotionally perceived during direct acquaintance with the sights of culture, with the Russian way of life and the traditions of Russia.

Thus, the following conclusions can be drawn:

The *Russian for Universities* textbook (parts 1–4), developed in China for philology students, shows the cultural materials of the Russian culture, which they got acquainted with when studying the Russian language in their country.

The input diagnostics materials, for which three tasks are presented as an example in this article, allow us to establish what knowledge and in what areas of culture the students who have arrived possess and what kind of "cultural gaps" are found.

The materials of the final survey show the changes in international students' perceptions about Russia's culture over the year. As a final task, you can suggest creating your own alphabet of Russian culture, indicating the cultural realities of Russia that are significant from the point of view of foreign speakers.

A comparative analysis of the results obtained during the survey allows us to draw conclusions about the basic cultural values of Russia in the picture of the world of Chinese philology students. It seems that the basic cultural knowledge includes precedent names from different spheres of culture, which remained unchanged in the answers of students at the beginning and at the end of their studies in Russia: the names of Russian classics (*Gogol, Dostoevsky, Chekhov, Tchaikovsky, Levitan, Repin*), the names of architectural structures (*Kremlin, Red Square*), museums (*Hermitage, Russian Museum*), ballets (*The Nutcracker, Swan Lake, Sleeping Beauty*). Russian folk crafts (*matryoshka, samovar*) and dishes of national Russian cuisine (*bread, borscht, kvass, cabbage soup, pancakes*) are also included in the basic cultural knowledge.

Students learn the presented precedent names and names of cultural realities while studying outside the language environment, as evidenced by the materials of textbooks "Russian for Universities." These precedent names and titles are associated with the dominant cultural values of Russia in the linguistic consciousness of international students.

This work's practical significance lies in the possibility of using the developed diagnostic materials in teaching Russian as a foreign language while developing cultural and regional competence among philology students as an integral part of professionally oriented competence. The results of the survey of international students and the analysis of the cultural content of textbooks may be in demand in improving the professional competence of foreign teachers of Russian studies.

We see prospects for further research in the possibility of studying the material collected during the survey to analyze Russia's image in the representations of international students and China's system of cultural values.

## Библиография

1. Колесникова Н. И., Тум Е. А., Маркелова Е. В. Олимпийская азбука и лингвокультурная компетенция обучающихся // Сибирский педагогический журнал. 2015. № 5. С. 154-161.
2. Федотова Н. Л. Основные проблемы преподавания русского языка как иностранного в неязыковой среде // Международный журнал русистики. International Journal of Russian Studies. ISSUE NO. 5 (2016/1) [https://www.ijors.net/issue5\\_1\\_2016/articles/fedotova.html](https://www.ijors.net/issue5_1_2016/articles/fedotova.html) (Дата обращения: 02.11.2023)
3. Турбина Е. П. Роль культурологического подхода в процессе обучения иностранным языкам // Вестник Шадринского государственного педагогического университета. Педагогические науки. 2018. С.111-115 <https://cyberleninka.ru/article/n/rol-kulturologicheskogo-podhoda-v-protsesse-obucheniya-inostrannym-yazyikam> (Дата обращения: 02.11.2023)
4. Чжоу Шуцзюань. Теория и практика подготовки комплексных специалистов-руссистов в Китае // Педагогическое образование в России. – 2016. – №12. – С. 171-175.
5. Шупин Чжао. Значение социокультурного компонента в процессе формирования коммуникативной компетентности у студентов-филологов из КНР, изучающих русский язык как иностранный // Вопросы журналистики, педагогики, языковедения. – 2022. – Т. 41. – № 4. – С. 681-688.
6. Лю Хун. Исследования китайских русистов-методистов по проблемам языка и

культуры: новый этап, проблемы и задачи // Вестник КемГУКИ. 2011. № 16. С. 85-89.

7. Сун Хунхай. Современные методы в преподавании РКИ // Научно-образовательный журнал для студентов и преподавателей «Stud Net». 2021. № 5. С. 1-5.

8. Ло Сяося. Методика обучения русскому языку в Китае (история и перспективы) // Научно-педагогическое обозрение. PedagogicalReview. 2015. 2 (8). С. 18-23.

9. Гао Фэнлань. Особенности обучения русскому языку в китайских вузах // Педагогическое образование в России. 2016. № 12. С. 41-45.

10. Антонова Ю. А. Национально-психологический портрет китайского студента, изучающего русский язык // Филологический класс. 2022. Том 27, № 2. С. 161-171.

11. Ван Ямэн. Современные подходы к преподаванию русского языка как иностранного в высших учебных заведениях Китая// Современная наука: актуальные проблемы теории и практики. 2019. № 8.

12. Петрова С. М. Особенности обучения русскому языку как иностранному в китайской аудитории // Педагогика. Психология. Философия. 2020. № 2 (18). С. 19-24.

13. Новикова А. К. Преподавание русского языка в Китае: этнотекнические и этнокультурные особенности // Вестник Российского университета дружбы народов. Серия Вопросы образования: языки и специальность. 2011. – № 1. – С. 68-75.

14. Охорзина Ю. О., Салосина И. В., Глинкин В. С. Особенности преподавания русского языка в условиях вузов КНР: теоретические и методические аспекты // Вестник Томского государственного университета. 2019. № 441. С. 206-212.

15. Балыхина Т. М. От методики к этнотекническе. Обучение китайцев русскому языку: проблемы и пути их преодоления. М.: РУДН, 2010. 344 с.

16. Ндяй Манету, Нгуен Ву Хьюнг Ти, Грунина Е.О. Инновационные технологии в преподавании русского языка как иностранного// Русистика. 2020. Т.18. № 1. С. 17-38. <http://dx.doi.org/10.22363/2618-8163-2020-18-1-7-38> (дата обращения: 19.11.2023)

17. Современные образовательные технологии и тенденции в преподавании русского языка как иностранного/ под ред. У. С. Кутяевой, Е. С. Рябцевой. Екатеринбург: Издательский дом «Ажур», 2022. 105 с.

18. Проблемы преподавания русского языка как иностранного в современном вузе: сборник научных статей / Составитель и научный редактор М. В. Беляков. М.: МГИМО-Университет, 2020. 268 с.

19. Дейкина А. Д., Янченко В. Д. Некоторые тенденции современной методики преподавания русского языка как иностранного // Современная коммуникативистика. М., 2018. № 1 (32). С. 47-52.

20. Обучение русскому языку как иностранному в современном образовательном пространстве // Под общей ред. Е. В. Корочкиной. Ульяновск: УлГТУ, 2021. 259 с.

21. Веснина Л. Е., Кирилова И. В. Образ России в китайских учебниках по РКИ: аксиологический аспект // Филологический класс. 2019. № 1. С. 83-88.

22. Гальскова Н. Д. Личностно-развивающий потенциал межкультурного подхода к обучению иностранным языкам // Известия Гомельского государственного университета имени Ф. Скорины. № 2 (95). 2016. С. 17-21.

23. Образ России в международном образовательном дискурсе: лингвокогнитивный и лингводидактический аспекты: коллективная монография /Е. В. Дзюба, С. А. Еремина, В. Ю. Миков; Под редакцией Е. В. Дзюбы. Екатеринбург, 2019. 208 с.

24. Дзюба Е. В. Когнитивные стратегии презентации образа России в зарубежных учебниках по русскому языку как иностранному для носителей славянских языков // Филологический класс. 2019. № 1. С. 75-82.

25. Воробьев В. В. Лингвокультурология (теория и методы): монография. М.: Изд-во РУДН, 1997. 331 с.

26. Тареева Е. Г. Система культурообразных подходов в обучении иностранному языку

// Язык и культура. 2017. С. 302-320 DOI: 1017223/19996195/40/20  
<https://cyberleninka.ru/article/n/sistema-kulturosoobraznyh-podhodov-k-obucheniyu-inostrannomu-yazyku> (Дата обращения: 02.11.2023)

27. Верещагин Е. М., Костомаров В. Г. Лингвострановедческая теория слова. М.: Русский язык, 1980. 320 с.

28. Балыхина Т. М. Структура и содержание российского филологического образования. Методологические проблемы обучения русскому языку: Научное издание. М.: Изд-во МГУП, 2000. 400 с.

29. Клобукова Л. П., Красильникова Л. В., Матюшенко А. Г. Специфика контингента иностранных учащихся – филологов в системе современной российской высшей школы // Мир русского слова. 2009. № 4. С. 91-98.

30. Московкин Л. В., Щукин А. Н. Методика преподавания русского языка как иностранного: прошлое, настоящее и будущее // Русский язык и литература в пространстве мировой культуры: материалы XIII Конгресса МАПРЯЛ. 2015. С. 739-734.

31. Митрофанова О. Д., Костомаров В. Г. Методика преподавания русского языка как иностранного. VII Международный конгресс преподавателей русского языка и литературы. М.: Русский язык, 1990. 268 с.

32. Прохоров Ю. Е. Лингвострановедение. Культуроисследование: теория и практика обучения русскому языку как иностранному. М.: ИРЯП, 1998. 108 с.

33. Самчик Н. Н. Развитие социокультурной компетенции при обучении русскому языку как иностранному // Карельский научный журнал. 2019. Т.8. №3 (28). С. 57-59.

34. Дейкина А. Д., Анисина Ю. В. Специфика культуроисследовательского компонента профессионально ориентированного обучения иностранному языку иностранных военнослужащих // Балтийский гуманитарный журнал. 2021. Т. 10. № 1 (34). С. 98-102.

35. Горбенко В. Д., Доминова Т. Н., Ильина Н. О., Кумбашева Ю. А., Митякова М. В. Актуальные направления методики преподавания русского языка как иностранного: результаты контент-анализа // Перспективы науки и образования. 2021. № 1 (49). С. 249-264. DOI: 1032744/pse.2021.1.17 (Дата обращения: 02.11.2023)

36. Прохоров Ю. Е. Социокультурные аспекты изучения русского языка: новые условия, новые потребности, новые модели // Русский язык за рубежом. 2012. № 3 С. 4-10.

## **Результаты процедуры рецензирования статьи**

*В связи с политикой двойного слепого рецензирования личность рецензента не раскрывается.*

*Со списком рецензентов издательства можно ознакомиться [здесь](#).*

На рецензирование представлена работа «Культуроисследовательские знания о России китайских студентов-филологов, изучающих русский язык (по результатам диагностического анкетирования)».

Предмет исследования. Работа направлена на рассмотрение особенностей организации обучения студентов-филологов, которые изучают русский язык как иностранный. Особое внимание удалено выявлению культурологических знаний о России китайских студентов-филологов, которые изучают русский язык. В целом, с поставленными задачами автор справился; выделенный предмет был изучен.

Методология исследования подразумевает проведение исследования в несколько этапов. На первом этапе осуществлялся анализ работ, которые затрагивают значительное количество вопросов. На втором этапе проводилось исследование с помощью диагностического анкетирования. Полученные результаты были проанализированы и сделаны соответствующие выводы.

Актуальность исследования обусловлена современными тенденциями в развитии

методики и практики преподавания русского языка как иностранного. Важно формировать у обучающихся коммуникативную компетенцию, важной составляющей в структуре которой выступает культуроведческая (страноведческая, социокультурная в широком понимании) компетенция (субкомпетенция), требующая при обучении знакомить со значимыми социальными и культурными реалиями страны изучаемого языка. С другой стороны, актуальность работы заключается в ее ориентации на одно из современных направлений лингвистики – имагологию, которая изучает имидж, образ страны. Специалисты указывают на необходимость формировать положительный образ России в международном образовательном пространстве

Научная новизна исследования в работе не определена. Автором обоснована необходимость изучения иностранными студентами, которые изучают русский язык, особое внимание уделять изучению культуры страны.

Стиль, структура, содержание. Стиль изложения соответствует публикациям такого уровня. Язык работы научный. Структура работы четко прослеживается, автором выделены основные смысловые части.

Во введении автор отметил проблему и актуальность затронутой тематики. Было выделено, что важным является сформировать у обучающихся коммуникативную компетенцию, важной составляющей в структуре которой выступает культуроведческая (страноведческая, социокультурная в широком понимании) компетенция (субкомпетенция), требующая при обучении знакомить со значимыми социальными и культурными реалиями страны изучаемого языка. Особенно важным данное требование выступает в процессе подготовки иностранных студентов-филологов. Благодаря культуроведческой направленности у обучающихся развивается способность вступать в межкультурную коммуникацию, что является особенно важным для носителей системно различающихся культурных ценностей.

Следующий раздел касается описания теоретической базы исследования. Особое внимание уделяется в работах проблемам лингвокультурологии и лингвострановедения и исследованиям в области имагологии; рассматриваются публикации методистов, которые рассматривают основные проблемы преподавания иностранных языков в том числе русского языка как иностранного. Автор рассматривал предметное содержание культурологического и компетентностного подходов в языковом образовании, интегративный принцип ознакомления обучающихся через язык с культурой страны изучаемого языка. Особое внимание было уделено работам, посвященным проблемам этноориентированных подходов в преподавании русского языка как иностранного, а также работам методистов и преподавателей русского языка из КНР, рассматривающим актуальные вопросы подготовки китайских студентов – будущих филологов в условиях отсутствия аутентичной языковой среды. Важными вопросами являются особенности системности в обучении страноведческому материалу, развития у обучающихся способности ориентироваться в иноязычной культуре, критериев отбора страноведческих, в том числе фактографических сведений, способствующих формированию культурологической компетенции.

В следующем разделе рассматривается эмпирическая база исследования, а также описываются полученные результаты. Автор особое внимание уделил анализу культурологических материалов учебных пособий, провел диагностическое исследование и проанализировал полученные результаты.

Заканчивается статья подведением результатов исследования и формулированием выводов, выделена практическая значимость работы и перспективы дальнейшего исследования.

Библиография. Библиография статьи включает в себя 36 отечественных источников, значительная часть которых издана за последние три года. В списке представлены, в

основном, статьи и тезисы. Помимо этого, имеются учебные и учебно-методические пособия, монографии, интернет-публикации. Источники оформлены, в целом, корректно, но неоднородно.

Апелляция к оппонентам.

Рекомендации:

- осуществить более глубокий анализ эмпирических материалов;
- во введении сформулировать научную новизну и личный вклад автора в решение поставленной проблемы;
- выводы в заключительной части сделать более подробными, чтобы они отражали содержание научной новизны исследования и личный вклад автора в решение затронутой проблемы.

Выводы. Проблематика статьи отличается несомненной актуальностью, теоретической и практической ценностью; будет интересна специалистам, которые занимаются проблемами обучения китайских студентов-филологов, которые изучают русский язык. Статья может быть рекомендована к опубликованию с учетом выделенных рекомендаций.

Modern Education

Правильная ссылка на статью:

Golovkina M.V. A Comparative Analysis of the Effectiveness of Distance and Traditional Learning Technologies in Universities // Современное образование. 2024. № 1. С. 41-52. DOI: 10.7256/2454-0676.2023.4.68854 EDN: LSJHSX URL: [https://nbpublish.com/library\\_read\\_article.php?id=70599](https://nbpublish.com/library_read_article.php?id=70599)

## **A Comparative Analysis of the Effectiveness of Distance and Traditional Learning Technologies in Universities / Сравнительный анализ использования дистанционных и традиционных технологий обучения в высшей школе**

Головкина Мария Вилевна

ORCID: 0000-0002-7825-7565

кандидат физико-математических наук

доцент, кафедра физики, Поволжский государственный университет телекоммуникаций и информатики

443010, Россия, Самарская область, г. Самара, ул. Л. Толстого, 23



✉ nauka77@yandex.ru

[Статья из рубрики "Массово-информационные процессы в обучении"](#)

**DOI:**

10.7256/2454-0676.2023.4.68854

**EDN:**

LSJHSX

**Дата направления статьи в редакцию:**

01-11-2023

**Аннотация:** В статье проведен сравнительный анализ результатов обучения студентов высших учебных заведений при использовании двух различных форм обучения: традиционного оффлайн обучения и дистанционного обучения. Рассмотрены особенности дистанционного обучения, выявленные в процессе широкого использования дистанционных технологий во время эпидемии COVID -19. При проведении исследования учтено широкое внедрение цифровых технологий как в дистанционном, так и в традиционном обучении. Предметом исследования является влияние различных форм организации учебного процесса на результаты учебной деятельности. Цель исследования: выявить наиболее подходящие в эпоху глобальной цифровизации формы обучения, которые обладают максимальной эффективностью в современных условиях. В качестве метода исследования использован сравнительный

анализ результатов обучения в дистанционном и традиционном формате, полученных во время пандемии COVID -19 и после нее. Рассмотрены как оценки студентов, так и материалы смешанного анкетирования обучающихся в высших учебных заведениях на различных специальностях. В качестве объективных критериев эффективности обучения были приняты: оценки студентов, средний балл во время аттестации, количество студентов, которые успешно сдали предмет. Несмотря на трудности объективного сравнения результатов обучения, связанные с тем, что итоговая аттестация в дистанционном и традиционном формате проводится в различных условиях, удалось выявить различия между разными видами обучения. В целом было показано, что студенты, проходившие обучение в традиционном формате, получали больше профессиональных умений и навыков по сравнению со студентами, обучавшимися дистанционно. В результате проведенного исследования сделаны выводы о предпочтительных формах обучения, обладающих наиболее высокой эффективностью. К таким формам в настоящее время относятся традиционное обучение, использующее весь арсенал подачи современного цифрового контента, а также смешанное обучение, использующее как контактные, так и дистанционные формы занятий.

**Ключевые слова:**

высшее образование, цифровизация образования, дистанционное обучение, смешанное обучение, мотивация студентов, электронный образовательный контент, образовательные технологии, социальное взаимодействие, успеваемость, удовлетворенность

Previously published in Russian in the journal *Pedagogy and Education*.

Currently, digitalization has covered all spheres of human activity, including education. As a result, digital learning technologies, which are used both remotely and in traditional face-to-face learning, have become an integral part of the educational process. The availability of digital tools has made it possible to conduct real distance learning, which has many advantages compared to traditional offline learning. The main advantage of distance learning is the possibility of obtaining a high-level education without leaving for another city and without leaving work, which allows a huge number of people to gain additional education, take advanced training courses, and acquire a new profession in the process of online training. The undoubtedly advantages of the distance learning format—time flexibility and the ability to take classes conveniently and from anywhere in the world—have led to the widespread introduction of various distance learning courses, including university courses, into the education system. But, despite the advantages, the distance learning format also has disadvantages, which may affect the result of training when receiving a bachelor's or master's degree at a university in a distance format. A deep comparative analysis of various teaching methods is required: traditional, which involves personal communication between students and a teacher in the classroom but using the latest digital technologies, and remote, which is conducted online. It should be clarified that, at present, digitalization can be considered an integral element of both traditional and distance learning. Therefore, when comparing the two forms of education, it is necessary to separate the impact of the use of digital technologies from the influence of various forms of educational process organization: the traditional form of education with personal contact with the teacher and fellow students or the remote form without personal contact. However, it should be remembered that digitalization and the use of electronic content in distance

learning covers all aspects of the learning system [\[1, p. 117\]](#), which does not happen in traditional learning. At the same time, both distance learning and traditional face-to-face learning are transforming educational relationships that are fully or partially transferred to the virtual space using new forms and opportunities in these relationships [\[2, p.1160\]](#).

The COVID-19 pandemic was not only a powerful impetus for the use of distance technologies at all levels of education [3. p. 115] but also allowed some quantitative assessments to be made when comparing the training results in the traditional and distance formats. In general, the use of distance learning during the pandemic showed not only the effectiveness of using online technologies in education but also identified several problems that need to be solved when using distance learning. The issues of using distance learning technologies in teaching students of higher educational institutions include the following [3-7]:

- lack of full feedback during training,
- lack of social contacts and group interaction during training,
- reduced motivation of students during online learning,
- the absence of such a decisive element in the learning process as imitation,
- technical errors that occur when using various distance learning systems,
- technical problems related to the operation of equipment,
- problems of digital inequality related to the fact that different students with different educational levels demonstrate different effectiveness in extracting information from digital sources and its practical application,
- lack of students' formed skills in organizing their own educational activities within the framework of flexible management of their time,
- insufficient psychological readiness for independent learning.

The accumulated data on the effectiveness and features of online learning during the fairly widespread use of distance learning technologies require a detailed analysis of the distance and the usual full-time learning method. Therefore, this work aims to compare the features of the application of the traditional teaching and distance education method in the conditions of rapid digitalization of all spheres of human activity.

### **Materials and methods of research**

The objectives of the conducted research were: a) the study of the influence of interpersonal communications on the process and outcomes of higher education, b) the study of the influence of various digital and traditional learning technologies on student motivation and learning outcomes, c) the choice of the most effective technologies to ensure the desired result from educational activities. At the same time, the problems that arise for teaching staff during the transition to distance learning, associated with an increase in the teacher's work load and the need to master new technologies and new teaching methods, were not considered.

By the tasks set, a comparative analysis of various learning methods using distance learning technologies was used as a research method based on the synthesis of a large amount of data that was published after the start of the COVID-19 pandemic [8-13]. The

paper uses the results of studies that primarily use the materials of a mixed questionnaire (conducted in the form of a survey with the distribution of material in traditional form or as an electronic survey) [4, 8, 14, 15]. The results of the students' academic performance analysis, combined with a survey [5, 9], were also used. It should be noted that, despite the large number of studies on comparing various forms of education in individual educational institutions, only some works summarize the results of the conducted research. This is because the specifics of the training organization and assessment of knowledge for students of various specialties can vary greatly, which makes it difficult to quantify the influence of various factors on the nature of the formation of students' preferences, their satisfaction, and the result of mastering the educational program.

### Research results and their discussion

In accordance with the purpose of this study, it is necessary to analyze both subjective assessments of students participating in the educational process and objective indicators that consider student academic performance. First, let's look at how students evaluate various elements of the educational process conducted in traditional or electronic form. As a result of a large-scale study of the academic activities of a large number of students in the Ural region conducted in 2020, it was shown that, at present, the form of realizing information available to students plays a significant role [8]. The content presented to students on electronic media was evaluated by students as less important than the content presented in traditional form (see Fig.1, the source of the questionnaire [8, p. 161]). Thus, the information received by students in electronic or traditional form from departments, specialized offices, and libraries was evaluated by students in importance in approximately the same way (Fig. 1). However, the information received in direct contact with the teacher and fellow students in traditional form during lectures, practical, laboratory classes, turns out to be more than two times more important than information via electronic media.

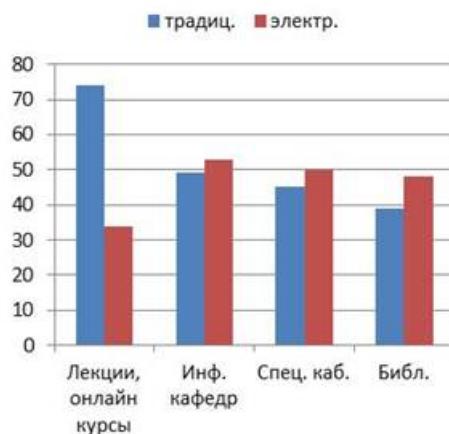
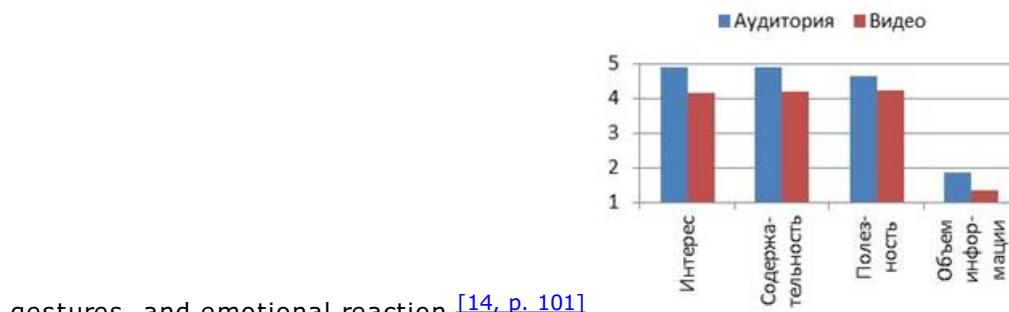


Fig. 1. The importance for students of educational materials on traditional and electronic media obtained from various sources (marked by students as "very important")

Other studies confirm the conclusions obtained above. Thus, a study covering students of 30 universities in the Russian Federation from the Central, Volga, Ural, Far Eastern, Southern, and Siberian districts showed that students easily master distance learning technologies, perceiving it as traditional learning transferred to digital format [3]. As a result of regression analysis, the possibility of social interaction and integration had the greatest influence on forming positive experiences among students during their studies. Students involved in interaction with teachers and other students experience greater satisfaction and positive experiences, leading to greater involvement in learning and

creating greater responsibility.

Similar conclusions can be drawn from an experimental study that examined students' assessment of lectures delivered by unfamiliar teachers in a traditional format in the classroom and the same lectures shown to students in a video [16, p.135]. As can be seen from Figure 2, the teachers' video lectures received lower student ratings in all parameters. The most significant difference in grades was obtained by the criterion of "interest," which is explained by the influence of the teacher's personality during the classroom lecture. However, a significant difference was demonstrated by the amount of information learned (the last column in Fig. 2). After the classroom lecture, students learned 1.4 times more information than after the video recording of the same lecture. This has been demonstrated in many studies confirming the following: all things being equal, the most informative and valuable are those lectures during which the lecturer establishes live contact with the audience, and the audience should be able to see the speaker's facial expressions,



gestures, and emotional reaction [14, p. 101].

Fig. 2. Comparison of grades given by students to lectures delivered in traditional and video formats

Let's consider objective criteria for the effectiveness of various teaching methods, including the average score during certification and the number of students who successfully passed the subject. A study conducted at Orenburg State University compared the average score obtained by students during a session with traditional training (during the 2019/2020 academic year) and during distance learning (2020/2021 academic year) [17, p.130]. The average score obtained by students in exams did not change much during the transition from traditional to distance learning for both technical and humanities specialties. However, the proportion of students who successfully passed the session decreased in some groups (see Figure 3 for technical and Figure 4 for humanities). If for technical specialties, the share of successful students who passed the course both increased and significantly decreased (see Fig. 3, group 18STR/AD), then for humanities specialties, this share decreased in most groups (Fig.4). However, according to the students themselves, technical specialties cause great difficulties compared to humanities with distance learning [4, p. 111].

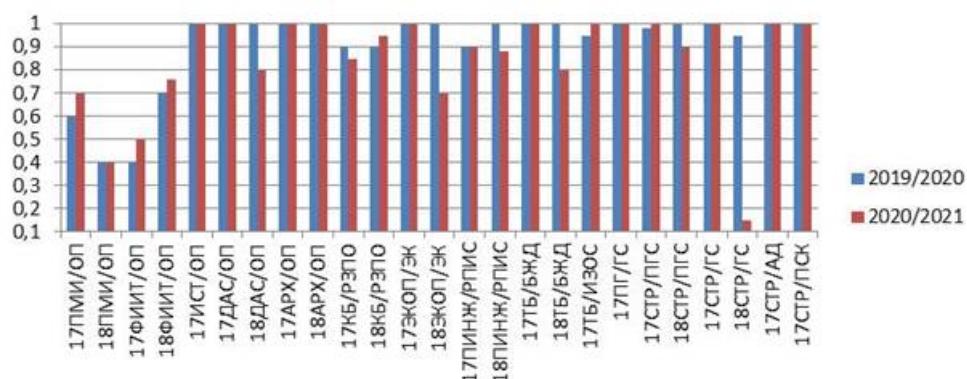


Fig. 3. The percentage of students who successfully passed the session (for technical specialties)

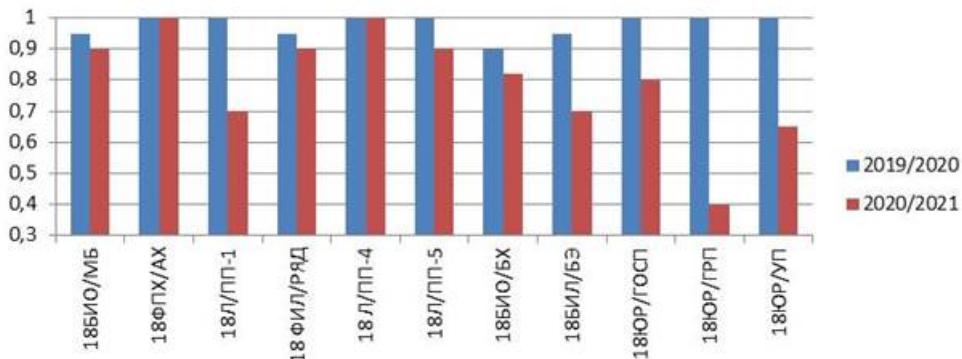


Fig. 4. The percentage of students who successfully passed the session (for humanities)

The studies reviewed were conducted for distance learning during the 2020/2021 pandemic; therefore, comparing traditional and distance learning results may only partially reflect the real picture, as for objective reasons, online and traditional exams were conducted in different conditions. However, when conducting certification in a standardized format, the differences between various types of training are significant, as shown in [9]. Students studying simultaneously with the same teacher in 2019 at the University of Eastern California assessed their professional skills before and after learning during the semester by answering questionnaire questions numbered in Figure 5 as Q1.1, Q1.2, Q1.3, Q1.4, and Q2. As shown in Fig. 5, students who chose traditional education evaluated their professional competencies significantly higher than students who chose distance learning. After completing their training during the semester, these grades, as expected, increased. However, the gap between the two forms of education remained: after studying in the traditional classroom, students gained more professional skills and abilities.

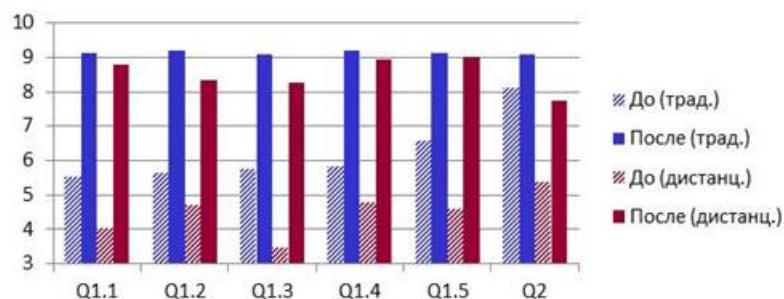


Fig. 5. Students' assessment of personal and professional skills before and after training in traditional and distance form

Here are the results of another comparison of the results of the final attestation of students obtained by the same students during the exam in mathematical analysis conducted in the traditional form in the winter session of the 2019/2020 academic year and during the final control work in remote form during the pandemic in the summer session of the 2019/2020 academic year [5]. The average score received by students for the exam in the traditional form, reduced to a five-point scale, is 2.0, while the average score of the same students for the summer session during the remote form is 4.2. Presumably, students received higher scores for remote work as a result of the fact that they could, despite the control, use the Internet. Therefore, for an adequate assessment and comparison of various forms of training, it is necessary to provide a standardized procedure for conducting final certification in the traditional and distance forms.

It should be noted that conducting exams remotely requires significant processing of exam assignments to exclude the possibility of simply using Internet calculators and an online bank of answers to questions on various topics. On the one hand, the commonality of assessment criteria should be maintained when conducting exams in any form while preserving the basic didactic principles of drawing up examination tasks, including a variety of functions to cover material on all topics, balance in terms of complexity, uniformity of tasks in individual sections [\[15\]](#).

On the other hand, when conducting a remote exam to prevent students from using Internet resources, careful work is required on the selection of both the questions and buildings them, as well as in formulating them, which should not make it possible to find a quick answer using quick copying but should make the studied material comprehensible. To do this, in the online exam, in addition to questions in the selection of answers, you can use the input of intermediate results of solving the problem in various templates and the input of step-by-step problem-solving. However, such preparation of tasks requires a lot of the teacher's time, and due to the high role of social interaction of students who collect information about all the tasks that exist, it is necessary to revise them every semester and show a creative approach [\[15, p. 26\]](#). At the same time, the teacher must constantly improve both pedagogically and their level of computer technology proficiency.

In this regard, it should be noted that a modern teacher must possess high-level digital skills like searching and evaluating information on the Internet, independently creating educational materials and multimedia content, using existing educational resources, and creating virtual platforms for their student groups both based on the distance learning system used and on social networks, creating and distributing their digital portfolio, choosing modern methods, including mixed and mobile learning [\[18\]](#). Mixed learning is a set of techniques and strategies that include three mandatory components: classroom, distance learning with a teacher, and mandatory independent work that a teacher must organize [\[19\]](#). Blended learning has great potential for further development and can become one of the most common forms of learning [\[20, p. 97\]](#). Mixed learning technologies are currently undergoing a stage of formation and simultaneous rapid development, which makes it difficult to timely assess their various aspects from the point of view of a scientific approach. However, from the typology of the twelve models of blended learning presented in [\[19, p.56\]](#), it is possible to identify models with high potential for further development. This is a mixed individual curriculum where the student chooses the number of subjects they need along with the form of study for each subject; a mixed academic subject, when various sections of the subject, as well as various stages of mastering (learning new material, consolidation, control, practical application), are studied by contact or remotely; online support with the organization of collective webinars and answers to questions; a mixed study that can be applied to undergraduates. Similar models or elements of blended learning are already being used in the training of students, which shows their undoubtedly attractiveness and prospects for improvement.

## **Conclusions**

This paper compares the results of traditional and distance learning based on the analysis of quantitative and qualitative assessments of learning outcomes obtained during the training of students of higher educational institutions from various specialties. The following can be noted as a result of analyzing the learning outcomes obtained using various forms of learning. Currently, the highest results are achieved when using traditional

and mixed training. The traditional approach, carried out in the presence of direct contact between the teacher and students, provides a strong motivation to study due to direct interaction with the teaching staff and a comfortable perception of information both during lectures and during practical classes. The results of mastering theoretical information and practical skills when using traditional teaching are higher than when using distance learning, and students' subjective assessments of the convenience and comfort of learning are also higher for traditional teaching methods. At the same time, the traditional approach uses all modern digital technologies to provide better accessibility and visibility of the information received. Blended learning, which is undergoing rapid development at present, can be considered an evolution of traditional learning in the era of digitalization when some stages of learning can be more effectively organized in digital form and a distance format. Such stages and elements of training include the current control of knowledge, the development of practical skills in solving standard tasks, and the initial study of new material. At the same time, students' direct contact with the teacher and study group members is wholly preserved. Distance learning at this stage makes it possible to make education accessible to large groups of the population, which is one of the main advantages of this format. However, the results of mastering the educational material with remote learning show its lower effectiveness than the traditional and mixed approach.

## **Библиография**

1. Лукашенко М. А., Громова Н. В., Ожихина А. А. Цифровой имидж преподавателя предпринимательского университета // Высшее образование в России. 2021. Т. 30. №7. С. 91–104.
2. Шухман А. Е., Парфенов Д. И., Легашев Л. В., Гришина Л. С. Анализ и прогнозирование успеваемости обучающихся при использовании цифровой образовательной среды // Высшее образование в России. 2021. Т. 30. № 8-9. С. 125–133.
3. Панферов В. Н., Безгодова С. А., Васильева С. В., Иванов А. С., Микляева А. В. Эффективность обучения и академическая мотивация студентов в условиях онлайн-взаимодействия с преподавателем (на примере видеолекции) // Социальная психология и общество. 2020. Т. 11. № 1. С. 127–143.
4. Студеникина Л. И., Журавлева Е. В. Методические особенности составления экзаменационных тестов по математическим дисциплинам в период дистанционного обучения // Высшее образование сегодня. 2021. № 5. С. 24–29.
5. Остроглазова Н. А., Старостина Н. В. Лекция-презентация как инструмент внедрения инноваций в вузе // Высшее образование в России. 2021. Т. 30. № 6. С. 97–107.
6. Fuchs K., Karrila S. The perceived satisfaction with emergency remote teaching (ERT) amidst COVID-19: An exploratory case study in higher education. The Education and Science Journal. 2021. V. 23 (5). Pp. 116–130.
7. Gherhes,, V., Stoian, C.E., Farcasiu, M.A., Stanici, M. E-Learning vs. Face-To-Face Learning: Analyzing Students' Preferences and Behaviors // Sustainability 2021. V. 13. 4381. Pp. 1–15.
8. Al-Karaki J. N., Ababneh N., Hamid Y., Gawanmeh A. Evaluating the Effectiveness of Distance Learning in Higher Education during COVID-19 Global Crisis: UAE Educators' Perspectives // Contemporary educationa; technology. 2021. V. 13 (3). ep. 311, Pp. 1–16.
9. Abuhmaid A. M. The Efficiency of Online Learning Environment for Implementing Project-Based Learning: Students' Perceptions // International Journal of Higher Education 2020. V. 9. No. 5. Pp. 76–83.
10. Abney S. A Comparison of Traditional Classroom and Distance Education Classroom on Global Logistics and Group Settings // The Journal of Technology, Management, and Applied

Engineering 2020. V. 36. N. 4. Pp. 1-10.

11. Нархов Д. Ю., Нархова Е. Н., Шкурин Д. В. Динамика образовательной активности студенчества под воздействием цифровизации // Образование и наука. 2021. Т. 23, № 8. С. 147-188.

12. Ендовицкий Д. А., Рисин И. Е., Трещевский Ю .И., Руднев Е. А. Дистанционное обучение – дисбаланс возможностей и угроз // Высшее образование в России. 2022. Т. 1. № 1. С. 89-97.

13. Филатов В. В., Гобыш А. В. О роли дистанционного обучения в современном высшем образовании // Профессиональное образование в современном мире. 2020. Т. 10. № 4. С. 4243-4251.

14. Дедюхин Д. Д., Баландин А. А., Попова Е. И. Дистанционное обучение в системе высшего образования: проблемы и перспективы // Мир науки. Педагогика и психология. 2020. №5. С. 1-11. <https://mir-nauki.com/PDF/25PDMN520.pdf> (доступ свободный). Загл. с экрана.

15. Старчикова И. Ю. Особенности дистанционного обучения в современных условиях российского вуза: по материалам опроса студентов // Перспективы науки и образования. 2021. № 2 (50). С. 103-117.

16. Казакова Е. И., Кондракова И. Э., Проект Ю.Л. Переход к экстренному дистанционному обучению в условиях пандемии в призме переживания студентами трансформации образовательной среды вуза // Образование и наука. 2021. Том 23. № 8. С. 111-146.

17. Козолупенко Д. П. Инверсия основных тенденций цифровизации в образовательном пространстве // Высшее образование в России. 2022. Т. 31. № 12. С. 115-129.

18. Заиченко Н. А. Цифровизация образования как триггер изменений образовательных отношений // Экономика и управление. 2020. Т. 26. № 11. С. 1157-1169.

19. Блинов В. И., Есенина Е. Ю., Сергеев И. С. Модели смешанного обучения: организационно-дидактическая типология // Высшее образование в России. 2021. Т. 30. № 5. С. 44-64.

20. Другова Е.А., Журавлёва И.И., Аюшеева М.Г. Трудности проектирования смешанного обучения в высшем образовании: опыт «Школ педагогического дизайна» // Высшее образование в России. 2023. Т. 32. № 6. С. 93-115.

## **Результаты процедуры рецензирования статьи**

*В связи с политикой двойного слепого рецензирования личность рецензента не раскрывается.*

*Со списком рецензентов издательства можно ознакомиться [здесь](#).*

На рецензирование представлена работа «Сравнительный анализ использования дистанционных и традиционных технологий обучения в высшей школе».

Предмет исследования. Работа посвящена проведению сравнения особенностей применения традиционного метода обучения и дистанционного образования в условиях стремительной цифровизации всех сфер человеческой деятельности. В работе представлены полученные результаты теоретического и эмпирического исследования. Автор выполнил поставленные задачи:

- изучено влияние межличностных коммуникаций на процесс и итоги обучения в высшей школе;
- исследовано влияние различных цифровых и традиционных технологий обучения на мотивацию студентов и результат обучения;
- выбраны наиболее эффективные технологии, обеспечивающие получение требуемого результата образовательной деятельности.

Поставленная цель была достигнута.

Методология исследования определяется актуальностью. Автором проведено теоретическое и эмпирическое исследование. В нем использован комплекс методов и методик, а также количественный и качественный анализ полученных результатов.

Актуальность исследования определяется тем, что важно решить имеющиеся трудности и проблемы применения дистанционных технологий при обучении студентов высших учебных заведений. В работе особое внимание уделено анализу традиционного метода обучения и дистанционного образования.

Научная новизна исследования. Проведенное исследование позволило:

- определены достоинства и недостатки, а также проблемы применения дистанционных технологий при обучении студентов высших учебных заведений;
- представлены подробные результаты проведенного исследования;
- выделены цифровые навыки, которыми важно овладеть современному преподавателю;
- описана технология смешанного обучения.

Стиль, структура, содержание. Стиль изложения соответствует публикациям такого уровня. Язык работы научный. Структура работы четко прослеживается, автором выделены основные смысловые части.

Во введении автор отметил актуальность затронутой проблемы. Было выделено, что цифровизация охватила все сферы человеческой деятельности, в том числе образование. Значительное влияние стало играть дистанционное обучение, на активное развитие которого повлияла пандемия COVID-19. Дистанционное обучение имеет определенные преимущества и достоинства, но также значительное количество недостатков. В то же время дигитализация и использование электронного контента в дистанционной форме обучения охватывает все аспекты системы обучения, что не достигается традиционной формой обучения. Дистанционное и традиционное очное обучение отличается трансформацией образовательных отношений, которые полностью или частично переносятся в виртуальное пространство, используются новые формы и возможности в этих отношениях. Автором выделены основные проблемы использования дистанционных технологий при обучении студентов высших учебных заведений. Проведенный анализ позволил выделить основное противоречие затронутой проблемы и цель работы. Однако важным является рассмотрение затронутой проблемы, поскольку наблюдается дефицитарность подобных исследований.

Следующие разделы посвящены описанию материалов и методов исследования. Автором выделены его задачи, методы и методики, а также основное содержание. Особое внимание в полученных результатах посвящено обсуждению следующих вопросов:

- важность для студентов учебных материалов на традиционных и электронных носителях, полученных из различных источников;
- сравнение оценок, данных студентами лекциям, прочитанным в традиционном и видеоформате;
- оценка студентами личных профессиональных навыков до и после обучения в традиционном и дистанционном виде и др.

Автором выделены цифровые навыки, которыми должен владеть современный преподаватель на высоком уровне: поиск и оценка информации в интернете, самостоятельное создание учебных материалов и мультимедийного контента, использование существующих учебных ресурсов; создание виртуальных площадок для своих студенческих групп, как на базе используемой системы дистанционного обучения, так и в социальных сетях; создание и распространение своего цифрового портфолио, выбор современных методов, включая смешанное и мобильное обучение.

Заключение содержит обоснованные и обобщающие выводы.

Библиография. Библиография статьи включает в себя 20 отечественных и зарубежных

источников, которые изданы за последние три года. В списке представлены, в основном, статьи и тезисы. Источники оформлены, в целом, корректно и однородно.

Апелляция к оппонентам.

Рекомендации:

- описать перспективы и основные направления дальнейшего исследования затронутой проблемы;
- выделить новизну и авторский вклад в решение выделенной проблемы;
- конкретизировать цель работы, поскольку в рамках данного исследования выделить особенности использования традиционного метода обучения и дистанционного образования в условиях стремительной цифровизации сложно во всех сферах человеческой деятельности.

Выводы. Проблематика статьи отличается несомненной актуальностью, теоретической и практической ценностью; будет интересна специалистам, которые занимаются проблемами использования дистанционных и традиционных технологий обучения в высшей школе. Статья может быть рекомендована к опубликованию с учетом выделенных рекомендаций.

Modern Education

Правильная ссылка на статью:

Aleksandrova O. Reflecting on the Images of the Macedon Kings Philip and Alexander in Current History Textbooks // Современное образование. 2024. № 1. С. 70-78. DOI: 10.7256/2454-0676.2023.4.68848 EDN: KWTFXT URL: [https://nbpublish.com/library\\_read\\_article.php?id=70598](https://nbpublish.com/library_read_article.php?id=70598)

## Reflecting on the Images of the Macedon Kings Philip and Alexander in Current History Textbooks / Отражение образов македонских царей Филиппа и Александра в актуальных школьных учебниках по всеобщей истории

Александрова Ольга Игоревна

кандидат исторических наук

доцент, кафедра Всеобщей истории, Российский Государственный Педагогический Университет им. А И. Герцена; научный сотрудник, Российский государственный гуманитарный университет

191186, Россия, г. Санкт-Петербург, наб. Реки Мойки, 48

olgaalex@lenta.ru



[Статья из рубрики "В потоке книг"](#)

**DOI:**

10.7256/2454-0676.2023.4.68848

**EDN:**

KWTFXT

**Дата направления статьи в редакцию:**

13-11-2023

**Аннотация:** Предметом рассмотрения являются образы знаменитых деятелей эпохи античности – царя Македонии Филиппа II и его сына Александра, и их отражение на страницах учебников по всеобщей истории для 5 класса школы. Особое внимание уделяется соответствуанию информации, содержащейся в школьных учебниках данным исторических источников и материалам исторических исследований, посвященных данным правителям. Анализируется полнота отражения образов двух самых знаменитых македонских царей, а также система заданий и вопросов, позволяющих углубить знания как непосредственно о выдающихся исторических личностях, так и о поворотном периоде древней истории в целом. Авторы приходят к выводу, что личность и деятельность Филиппа практически полностью затмевается ярким образом Александра, что соответствует общим историографическим тенденциям. О преобразованиях Филиппа, изменивших ход не только греческой, но и мировой истории, говорится кратко и

всокользь или же рассматривается лишь одна из сторон его деятельности (военная реформа). Это не позволяет в полной мере оценить значимость этого деятеля для Древней истории, проанализировать его вклад в трансформацию греческого мира. В это же время Александр представлен в учебных пособиях не просто как талантливый полководец, но, фактически, как величайший герой античности. Все отрицательные стороны его личности сглажены, о них практически не упоминается, в конечном итоге остается блестящий полководец и талантливый правитель. Как представляется, это может привести не только к искаженному восприятию деятельности конкретных исторических личностей, но к формированию порочного по своей сути убеждения в том, что современные реформы и преобразования имеют несравненно меньшую ценность, чем военные походы и завоевания.

**Ключевые слова:**

Древняя История, Филипп II, Александр Македонский, Рецепция античности, Учебник, История в школе, Образование, История Древней Греции, Македония, История

Previously published in Russian in the journal *Pedagogy and Education*

*This article was prepared with the support of a grant from the Russian Scientific Foundation "The Discourse of State Power in Ancient Societies and the Reception of its Elements in World and Russian Socio-political Practices" (project No. 19-18-00549), implemented at the Russian State University for the Humanities.*

At the beginning of the twentieth century, Professor F.F. Zelinsky rightly defined the importance of studying ancient history as an "organic element of the education of European society" [1, p. 2]. Teaching classical languages was an integral component of education in Imperial Russia. According to the charter of 1804, some subjects at universities had to be taught in Latin [2, p. 49], and in 1817, the study of Greek was also introduced in gymnasiums (secondary school) [2, p. 64]. Multiple ancient reminiscences in the works of poets and writers of the early nineteenth and twentieth centuries also confirm the weighty importance of ancient history in the education of that period.

The Soviet Union also understood the need to maintain an interest in ancient history. G.E. Zhurakovskiy noted that the mass publication of publications by ancient authors and the appearance of scientific works devoted to this topic was in the '40s [3, p. 4]. This circumstance is explained by the high appreciation of ancient culture by the Marxist-Leninist classics. It is important to note that in Soviet schools, two years were allocated to the study of ancient history: in the fifth grade, the Ancient Near East and Ancient Greece were studied; in the sixth, Ancient Rome and the Early Middle Ages; at the same time, an average of nine and a half hours per week were allocated for lessons in this discipline [4, pp. 74-76].

The study of ancient history still remains relevant. The federal state educational standard specifies that students must understand Russian history as part of world history [i]. However, in modern schools, only one academic year is allocated for lessons in this era—the fifth grade. In this regard, part of the history educational material is taught in an abbreviated form compared to the gymnasium and Soviet programs.

Speaking about the normative documents regulating the content of the course of universal

history, we also note that, at the moment, there is no single approved historical and cultural standard for universal history that would clearly define the list of semantic units required for study. The historical and cultural standard on national history prescribes the parallel study of universal history and the history of Russia, starting from the sixth grade, i.e., the history of the Ancient World is, in fact, the only section of world history that is taught throughout the school year and without reference to Russian history. This gives the authors of textbooks and teaching aids the opportunity to dwell in more detail on some particularly important subjects of ancient history.

Naturally, their attention falls on this era's most striking historical characters, among whom, undoubtedly, the Macedonian Tsar Alexander the Great stands out. At the same time, the figure of King Philip, the conqueror's father, thanks to whose activities Ancient Macedonia subjugated the rest of Greece, remains, as it seems, in the shadow of the famous son. According to surveys of school graduates, even among first-year students studying "History" or "Historical Education," more than half hardly remember—if they know at all—that Alexander the Great's father also left a mark in history. It seems that this can be partly explained by the specifics of the material contained in school textbooks. It is enough to look at the list of the central semantic units in the draft historical and cultural standard on universal history: "*The Rise of Macedonia. Philip II and his politics. Alexander the Great. The conquest of Greece. The campaign of the Greek-Macedonian army to the East. The battle of the Granik River. The conquest of Syria, Phoenicia, and Egypt. Alexander's victory at Gavgamela. The fall of Persia. The conquest of Iran, Central Asia. A trip to India. The creation of Alexander's world empire. Its meaning.*" Thus, Alexander's life and work are obviously given much more attention.

It is difficult to deny that vivid images, such as the examples of historical events that are revealed, greatly influence the formation of interest in the study of history, as well as the personal qualities of schoolchildren. It is all the more interesting to trace exactly what images appear to fifth graders on the pages of textbooks. The federal list of textbooks for the 2023–2024 academic year [ii] includes three lines of textbooks on Universal History. For the fifth grade in secondary school, this is a textbook by A.A. Vigasin, G.I. Godera, I.S. Sventsitskaya, ed. Iskenderova A.A. [5], a textbook by Nikishin V.O., Strelkova O.V., Tomashevich O.V., Mikhailovsky F.A. ed. Karpova S.P. [6], as well as a textbook by E.V. Saplina, A.A. Nemirovsky, E.I. Solomatina, S.V. Tyrin, ed. Medinsky V.R. [7]. We will turn to these textbooks in the course of our research.

Let's talk about the figure of Philip of Macedon. We should immediately point out that the chapters devoted to the situation in Macedonia and the description of the reforms carried out by the tsar, on average, occupy no more than two pages, a significant part of which is occupied by visual material: an image of a Macedonian warrior, phalanxes, a portrait of the famous Athenian orator Demosthenes, who opposed Philip. At the same time, students are rarely offered historical information about the state of the country by the middle of the fourth century BCE, without which it is difficult to assess the ruler's merits. The most successful in this regard is V.O. Nikishin's textbook, edited by S. P. Karpov, which provides additional information about the Macedonian kingdom, which, nevertheless, is very concise [6, p. 203]. In the manual by E.V. Saplina, edited by V. R. Medinsky, there is a comment that Macedonia was a backward country until the middle of the fourth century BCE, but this is not explained in any way [7, p. 171]. Also, according to the authors, the state arose during the period when "*the Greek polis was at war with each other, a Macedonian state arose in the north of the Balkan Peninsula*," which does not fully correspond to historical reality [8, p. 18].

[\[113\]](#). Vigasin's textbook, edited by Iskenderov, gives a brief indication that it was a small mountainous country in the north of the Balkan Peninsula [\[5, p. 196\]](#). Thus, students are given the impression that Macedonia, which had not previously been found in the pages of textbooks, appeared literally "out of nothing."

Unfortunately, in every textbook, no map clearly shows the location of the Macedonian kingdom relative to the Greek polis. Vigasin's textbook indicates the enormous influence of Hellenic culture in Macedonia and talks about the spread of Greek education and language among the aristocracy [\[5, p. 196\]](#). All of the above points, thus, form students' idea of Macedonia not only as an initially backward but also as a state alien to Hellas in principle. Meanwhile, there are enough reasons to consider the Macedonians as a Greek people who speak Greek but in a local dialect that is more difficult to understand (see, for example, Hdt. I, 56; V, 22, Plut. Alex., 47) [\[9, pp. 25-26\]](#).

If we talk directly about the image of Philip II, then his almost complete depersonalization catches the eye. None of the textbooks mention the politician's origin, early years, or the circumstances under which he took the Macedonian throne. Meanwhile, Philip's stay as an honorary hostage in Thebes is a vivid and memorable episode that directly influenced his formation as a politician and military figure [\[9, pp. 38-39\]](#). The topic of Macedonian hegemony is proposed to be studied immediately from the description of the reforms carried out by Philip. At the same time, Vigasin's textbook, for example, focuses exclusively on military reform, which is undoubtedly important and allowed Macedonia to subdue Greek cities (Diod. XVI. 2. 6). Interestingly, even though the introduction of a long spear—sarissa—is considered to be almost the tsar's main achievement in the military sphere, the historical name of the weapon is not mentioned in textbooks, and its outstanding length is discussed only in the textbook edited by V.O. Nikishin: the authors call the figure 5.5 m [\[6, p. 204; 9, p.51\]](#). The authors mention other reforms in passing: "... strengthened the royal power, began to mint a gold coin called 'philippics'; founded new cities; established close trade relations with neighbors" [\[7, p. 172\]](#). Note that this manual does not mention that the angry speeches by the speaker Demosthenes, directed against the tsar, were also called "philippics." This concept is much more common than the specific name of the coins. This is probably dictated by the unwillingness of the authors to confuse the two concepts in the minds of schoolchildren.

After reviewing the reforms carried out by the tsar, the authors of school textbooks briefly describe the events that took place in the period 338–336 BCE. Predictably, the emphasis gradually shifts to Alexander's military prowess, who proved himself in battle. However, after analyzing the factors that influenced the victory of the Macedonian army in the Battle of Chaeronea, the authors explain the campaign's success through the transformations previously carried out by Philip [\[7, p. 173\]](#). Then, it briefly talks about the appointment of the king as the hegemon of Greece at the congress in Corinth and about the preparations for the war against Persia. However, this event is not mentioned in Vigasin's textbook.

The textbook description of Philip's unexpected death is limited to one sentence: "He was suddenly killed during a feast." Only Vigasin's textbook offers a brief account of the events that took place in the Aegs in 336 BCE [\[6, p. 199\]](#).

As for the characteristics of the tsar's personality, the manuals mention that Philip was "a decisive and energetic tsar, a talented military commander and organizer" [\[6, p. 203\]](#), "a farsighted politician, a skilled diplomat, and a talented commander" [\[7, p. 170\]](#), "an intelligent

and energetic ruler" [5, Cp. 196]. At the same time, with a clear negative connotation, all textbooks talk about bribery in Philip's politics to achieve his goals: all the authors of the manuals included a quote from Plutarch's work attributed to the Macedonian king that a donkey loaded with gold would take any fortress and also that the king did anything to achieve his goal [5, p. 198; 8, p. 205; 9, p. 170]. Interestingly, none of the manuals under consideration contain information about Philip's injury, as a result of which he lost his right eye (Just. 7. 6. pp. 14–16; Diod. 16. 34. pp. 4–5)—such a bright detail, as a rule, is well remembered by schoolchildren and is perceived as evidence of the personal courage of the ruler.

Thus, the tsar appears as a character in many formulaic and impersonal ways. The consequence of this is a low probability of memorizing the topic dedicated to the rise of Macedonia under Philip.

It is worth noting, however, that the problem associated with insufficient attention to the history of Philip's reign may be directly related to the field of scientific research. Despite the high importance of the tsar's reforms, thanks to which Macedonia became the hegemon of Greece, Philip's personality is poorly covered in historiography; only a few monographs devoted to this political figure can be distinguished. This circumstance is explained by the few extant sources discussing his life. Nevertheless, J. Worthington rightly notes that from the available few testimonies of ancient authors, it is clear that Philip II deserves to occupy the same place in history as his son [9, pp.14–15]. R. Gabriel believes that it was Philip who created the first national-territorial state in Europe, having developed the resources of Macedonia to unprecedented levels in Greece and the West as a whole [10, P.243]. Thus, Diodorus Siculus points out that in a short time, the king became one the greatest in Europe and that his throne could be compared with the gods (Diod. 16. 95. pp.1–2). Even Demosthenes, who opposed Philip in Athens, admitted that the Macedonian tyrant "*from the small and insignificant that he was originally, became great*" (Dem. Or. 9. 21). However, despite the confirmation in recent studies of the importance of Philip's personality in the history of Macedonia, many of his achievements still remain sufficiently unrecognized [11, p. 2]. This problem is thus directly reflected in school textbooks.

The textbooks pay much more attention to Alexander the Great, Philip's son. Naturally, all the authors concentrate on Alexander's military campaigns, presenting him to students as a great conqueror [6, p. 318]. In general, the presentation of the Eastern Campaign in all textbooks is a very detailed story for fifth-grade students about the main battles: the Battle of Granik, the Battle of Issus, the Siege of Tyre, and the Battle of Gavgamel. All the authors agree that the Macedonian king won brilliant victories in these battles and proved himself an outstanding commander. In his textbook, Vigasin draws attention to the last paragraph, which reads, "*Alexander's goal is to conquer the whole world*," which then talks about the tsar's next "*brilliant victory*" in India [5, p. 205]. Other textbooks mention more restrainedly the stubborn resistance of the population in Central Asia and heavy fighting during the Indian campaign [6, p. 207; 7, p. 177], which is much more consistent with historical reality [12, p. 167; 13, pp. 76–79].

In contrast to Alexander, his main opponent, the Persian king Darius III, is mentioned in one of the manuals as a "*loser king*." In another, the authors write that Darius, after Gavgamel, "*fled shamefully again*," and in the third, "*Darius abandoned courage*" [5, p. 204; 6, p. 208; 7, p. 176]. Thus, Alexander appears in textbooks as a great commander and warrior,

and this is especially clearly seen in comparison with his opponent's image.

Much less attention is paid to the structure of the power created by Alexander. All the authors mention the tsar's urban planning policy and the large number of Alexandrias founded by him. One textbook mentions that "he appointed both Macedonians and noble Persians to manage the conquered regions" [\[5, p. 203; 6, p. 209\]](#), and in another, that the king "took measures to rally the population and, for example, arranged the wedding of his friends and soldiers with local girls" [\[7, p. 178\]](#).

As for the peculiarities of Alexander's personality, in Nikishin's textbook, the authors note that Alexander, as a teenager, "*dreamed of glorious exploits similar to the deeds of the heroes of the Iliad*," received a good education, but often showed himself to be a "*harsh, merciless ruler*" [\[6, p. 206\]](#). Another manual mentions that the tsar "*showed royal greatness from his youth, kept on equal terms with friends, could be merciful and grant freedom to the defeated, and was brave and courageous in battle*" [\[7, p. 175\]](#). As illustrations in two textbooks, the legend of the Gordian knot is given; in one, there is also a legend about the meeting of Alexander with Diogenes [\[5, p. 202; 6, p. 207\]](#).

At the same time, the authors speak—although, as a rule, very briefly—about the negative sides of the tsar's personality. So, Vigasin writes that military successes "*turned his head*," and Alexander, at some point, "*began to demand that the generals honor him as a god*." The murder of Clete is also briefly mentioned, but they do not draw any conclusions and do not condemn such behavior [\[5, p. 204\]](#). The same episode is mentioned in the textbook by E.V. Saplina, A.A. Nemirovsky, etc., but here, the authors casually note that "*the tsar's temper sometimes turned into trouble. Angered by the words of one of his confidants, Alexander pierced him with a spear*" [\[7, p. 176\]](#) and then immediately spoke of the tsar's personal courage and bravery.

In Nikishin's manual, one can find a passage that Alexander "*sought to look like a real tsar in the eyes of his subjects, began to demand honors, as if to an eastern tsar, mercilessly executed many close friends, suspecting them of conspiracy*" [\[6, p. 206; 12, p. 149; 13, p. 74; 14, p. 326, 340-344; 15, pp. 341-343, 365\]](#). One of the most striking episodes of the eastern campaign, the death of Persepolis at the hands of Alexander's army, is mentioned in only one manual; in another, the authors only note that the city was captured by the tsar's troops [\[6, p. 209\]](#).

Thus, the image of Alexander in current school textbooks seems to be rather one-sided: for the authors, there is no doubt that we are talking about a great, perhaps the greatest, commander and conqueror of the ancient world, distinguished by personal bravery, courage and other qualities necessary for a ruler. At the same time, the negative aspects of his personality are mentioned briefly and virtually without any moral assessments—military failures are bypassed, and the management of the state and the structure of the empire are practically not mentioned.

Thus, it seems that current school textbooks only partially fulfill the task of forming an objective view of specific historical characters, their activities, and their role in world history. In the eyes of students, the figure of Alexander overshadows all of his father's achievements—bringing Macedonia to a new level of development and preparing the whole ground for further conquests. Despite all the inconsistencies in Alexander's personality, the mythologized and largely idealized image of the great conqueror is fixed as the image of

the greatest hero of the ancient world. All the negative aspects of his personality have been smoothed out; they are practically not mentioned, and in the end, a brilliant commander and a talented ruler remain.

This could lead not only to a distorted perception of the activities of specific historical figures but also to the formation of an inherently vicious belief that timely reforms and transformations are of incomparably less value than military campaigns and conquests.

1.

[i] Order on Approval of the Federal State Educational Standard of Basic General Education dated December 17, 2010, No. 1897. (accessed: 10/30/2023)

[ii] Order of the Ministry of Education of the Russian Federation of 21.09.2022 N 858 (ed. of 21.07.2023) "On approval of the Federal list of textbooks approved for use in the implementation of state-accredited educational programs of primary general, basic general, secondary general education by organizations engaged in educational activities and the establishment of the deadline for the use of excluded textbooks" (Registered with the Ministry of Justice of the Russian Federation 01.11.2022 N 70799)

## **Библиография**

1. Медынский Е.М. Народное образование в СССР. М., 1952. 282 с.
2. Вигасин А.А., Годер Г.И., Свенцицкая И.С. ред. Искендерова А.А. Всеобщая история. История Древнего мира. 5 класс. М., 2020. 305 с.
3. Никишин В.О., Стрелкова О.В., Томашевич О.В., Михайловский Ф.А. под ред. Карпова С.П. Всеобщая история. История Древнего мира. 5 класс. М., 2020. 352 с.
4. Саплина Е.В., Немировский А.А., Соломатина Е.И., Тырина С.В. под ред. Мединского В.Р. История Древнего мира. 5 класс. М., 2021. 275 с.
5. Шоффман А. С. История античной Македонии. Ч. 1. Казань, 1960. 300 с.
6. Уортигтон Й. Филипп II Македонский / Пер. с англ. Иванова С. В. СПб.-М., 2014. 399 с.
7. Gabriel R. A. Philip II of Macedonia: Greater than Alexander. Washington, 2010. 318 p.
8. Anson E. M. Philip II, the Father of Alexander the Great: Themes and Issues. London – New York, 2020. 246 p.
9. Шифман И. Ш. Александр Македонский. Л.: Наука, 1988. 239 с.
10. Фор П. Александр Македонский / Пер. с франц. И. И. Маханькова. – М.: Молодая гвардия, 2011. 416 с.
11. Шахермайр Ф. Александр Македонский. Ростов-на-Дону, 1997. 377 с.
12. Green P. Alexander of Macedon, 356–323 B.C.: A Historical Biography. Berkley, 1991. 672 р.
13. Жураковский Г.Е. Очерки по истории античной педагогики. М., 1940. 471 с.
14. Зелинский Ф.Ф. Древний мир и мы. СПб., 1905. 340 с.
15. Алешинцев И.А. История гимназического образования в России (XVIII и XIX век). СПб., 1912, 346 с.

## **Результаты процедуры рецензирования статьи**

В связи с политикой двойного слепого рецензирования личность рецензента не раскрывается.

Со списком рецензентов издательства можно ознакомиться [здесь](#).

История античности и сегодня привлекает внимание не только профессиональных

ученых, но и всех, кто увлекается историей и культурой. И действительно, среди тех достижений античной цивилизации, которые не потеряли актуальность и сегодня можно назвать театр, музеи, философию, Олимпийские игры, демократию. Древнегреческая и древнеримская культуры в настоящее время по-прежнему служат предметом внимания не только искусствоведов. В то же время историческая память вокруг событий далекого прошлого формируется, в первую очередь, на школьных уроках истории. В этой связи представляется важным обратиться к анализу актуальных школьных учебниках по всеобщей истории в части античной цивилизации.

Указанные обстоятельства определяют актуальность представленной на рецензирование статьи, предметом которой являются образы македонских царей Филиппа и Александра в актуальных школьных учебниках по всеобщей истории. Автор ставит своими задачами показать важность изучения античной истории, проанализировать отражение образов македонских царей Филиппа и Александра в актуальных школьных учебниках по всеобщей истории.

Работа основана на принципах анализа и синтеза, достоверности, объективности, методологической базой исследования выступает системный подход, в основе которого находится рассмотрение объекта как целостного комплекса взаимосвязанных элементов. В работе также используется сравнительный метод.

Научная новизна статьи заключается в самой постановке темы: автор стремится охарактеризовать образы македонских правителей в российских учебниках истории, выявив слабые и сильные стороны подачи информации.

Рассматривая библиографический список статьи как позитивный момент следует отметить его разносторонность: всего в список литературы входят свыше 15 различных источников и исследований. Из привлекаемых автором источников укажем, прежде всего, на школьные учебники по истории: 1) А.А. Вигасина, Г.И. Годера, И.С. Свенцицкой, 2) В.О. Никишина, О.В. Стрелковой, О.В. Томашевича, Ф.А. Михайловского, 3) Е.В. Саплина, А.А. Немировского, Е.И. Соломатиной, С.В. Тырина. Заметим, что библиография статьи обладает важностью как с научной, так и с просветительской точки зрения: после прочтения текста статьи читатели могут обратиться к другим материалам по ее теме. В целом, на наш взгляд, комплексное использование различных источников и исследований в известной мере способствовало решению стоящих перед автором задач.

Стиль написания статьи можно отнести к научному, вместе с тем доступному для понимания не только специалистам, но и широкой читательской аудитории, всем, кто интересуется как античной цивилизацией, в целом, так и изучением античности в российских школах, в частности. Аппеляция к оппонентам представлена на уровне собранной информации, полученной автором в ходе работы над темой статьи.

Структура работы отличается определенной логичностью и последовательностью, в ней можно выделить введение, основную часть, заключение. В начале автор определяет актуальность темы, показывает, что «история Древнего мира, фактически, единственный раздел всеобщей истории, который преподается в течение всего учебного года и без привязки к истории России». Автор обращает внимание на то, что фигура Александра Македонского «затмевает в глазах обучающихся все достижения его отца (Филиппа Македонского), выведшего Македонию на новый уровень развития и подготовившего всю почву для дальнейших завоеваний». Фактически, как пишет автор, в российских учебниках по истории «отрицательные стороны его личности упоминаются очень кратко и фактически без каких-либо моральных оценок, военные неудачи обходятся стороной, а об управлении государством и об устройстве империи практически вовсе не упоминается». Более того, личность Филиппа II полностью обезличена.

Главным выводом статьи является то, что тиражирование в школьных учебниках

показанных образов Филиппа и Александра может «привести не только к искаженному восприятию деятельности конкретных исторических личностей, но к формированию порочного по своей сути убеждения в том, что своевременные реформы и преобразования имеют несравненно меньшую ценность, чем военные походы и завоевания».

Представленная на рецензирование статья посвящена актуальной теме, вызовет читательский интерес, а ее материалы могут быть использованы в рамках работы над школьными учебниками по истории древнего мира.

В целом, на наш взгляд, статья может быть рекомендована для публикации в журнале «Педагогика и просвещение».

## Англоязычные метаданные

# Organization of the Interaction Between the Pedagogical University and Institutions for Children's Additional Education

Pasholikov Mikhail Sergeevich

Senior Educator; Department of State, Municipal and Social Administration; Herzen State Pedagogical University of Russia

191186, Russia, Saint Petersburg, Chernyakhovsky str., 2

✉ mikle.pasholikov@gmail.com



**Abstract.** We often hear regular statements from the mass media of specialists in the field of education that characterize the situation with the industry's staffing, such as, "There is no one to work." Indeed, there are still a number of problems in this area that need to be addressed. The Concept of the Development of Additional Education for Children until 2030 explicitly indicates the insufficient staffing of organizations of additional education and the low level of involvement of educational organizations of higher education in implementing additional general education programs.

Updating the content of students' training, as well as the success of their professional socialization, is largely determined by the effectiveness of the functioning of the system of relations between an educational institution of higher education and employers.

Within the framework of such cooperation, pedagogical universities offer programs for teachers at institutions aimed at improving their professional level. In turn, these educational institutions provide students with opportunities for practical training, which helps them to better understand professional realities.

The article substantiates the relevance of the problem of building a system of interaction between institutions of higher pedagogical and children's additional education.

Integrating pedagogical universities and children's educational institutions with additional training is a key factor in developing the modern education system. It contributes to the formation of a unified professional community that can effectively solve current problems in the field of pedagogy and education. The scientific novelty of the study consists in the fact that based on the concretization of scientific ideas and generalization of successful practices, the main categories of the interaction of a pedagogical university with a regional system of additional education for children are determined. The practical significance of the research lies in the possibility of using the proposed algorithm for building joint activities of a pedagogical university with educational organizations implementing additional educational programs in the design and implementation of basic professional educational programs, the development of educational, industrial and other types of practices that provide solutions to the tasks of training student teachers.

**Keywords:** development of teaching staff, social partnership, integration, education system, additional education, research, professional teacher training, pedagogical University, internship, mentoring

## References (transliterated)

1. Chedov K.V. Klasternoje vzaimodeistvie sotsial'nykh institutov v regional'nom obrazovatel'nom prostranstve po formirovaniyu kul'tury zdrorv'ya obuchayushchikhsya: monografiya. K. V. Chedov; Ministerstvo nauki i vysshego obrazovaniya Rossiiskoi Federatsii, Federal'noe gosudarstvennoe avtonomnoe obrazovatel'noe uchrezhdenie vysshego obrazovaniya "Permskii gosudarstvennyi natsional'nyi issledovatel'skii universitet". Perm': PGNIU, 2021. 279 s.
2. Surtseva H.H., Roitblat O.V., Surtseva O.H., Ivanova S.V., Surtsev P.B. Modeli setevogo vzaimodeistviya klasternogo tipa uchrezhdenii pedagogicheskogo obrazovaniya dlya urovnya dopolnitel'nogo professional'nogo obrazovaniya. SPb. Tyumen', 2017.
3. Rekomendatsii po sovershenstvovaniyu professional'nogo standarta. «Pedagog dopolnitel'nogo obrazovaniya detei i vzroslykh» [Elektronnyi resurs]. URL: [http://www.iro.yar.ru/fileadmin/iro/RMCentr/Metodicheskie\\_rekomendacii\\_po\\_PS.pdf](http://www.iro.yar.ru/fileadmin/iro/RMCentr/Metodicheskie_rekomendacii_po_PS.pdf) (data obrashcheniya: 18.10.2023)
4. Rasporyazhenie Pravitel'stva RF ot 24 iyunya 2022 g. No 1688-r «O Kontseptsii podgotovki pedagogicheskikh kadrov dlya sistemy obrazovaniya na period do 2030 g.». URL: <https://www.garant.ru/products/ipo/prime/doc/404830447> (data obrashcheniya: 01.10.2023).
5. Publicnyi doklad Komiteta po obrazovaniyu Sankt-Peterburga po itogam 2022/23 uchebnogo goda [Elektronnyi resurs]. URL: [https://k-obl.spb.ru/media/uploads/userfiles/2023/10/26/Doklad\\_Komiteta\\_po\\_obrazovaniyu.pdf](https://k-obl.spb.ru/media/uploads/userfiles/2023/10/26/Doklad_Komiteta_po_obrazovaniyu.pdf) (data obrashcheniya: 18.10.2023)
6. Profstandart: 01.003 Pedagog dopolnitel'nogo obrazovaniya detei i vzroslykh // Onlайн klassifikatory i spravochniki KlassInform [Elektronnyi resurs]. URL: <https://classinform.ru/profstandarty/01.003-pedagog-dopolnitelnogo-obrazovaniia-detei-i-vzroslykh.html> (data obrashcheniya: 18.10.2023)
7. Polozhenie o vnedrenii modeli realizatsii dopolnitel'nykh obshcheobrazovatel'nykh programm v setevoi forme // Portal pravovoi informatsii [Elektronnyi resurs]. URL: <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwiqN-FvraCAxW4JRAIHSBXCo0QFnoECBcQAQ&url=http%3A%2F%2Fpublication.pravo.gov.ru%2Ffile%2Fpdf%3FeoNumber%3D7801202310020003&usg=AOvVaw3VgzI8PB1zE5jZ0QToCMIS&opi=89978449> (data obrashcheniya: 14.10.2023)
8. Piskunova, E.V. Tekhnologii sotsial'nogo partnerstva v sfere obrazovaniya. Uchebno-metodicheskii kompleks / E.V. Piskunova, I.E. Kondrakova, M.P. Solovei'kina, N.M. Starobinskaya, E.V. Stepanova. – SPb.: Izdatel'stvo RGPU im. A.I. Gertsena, 2008.
9. Pisareva S. A. Gertsenovskii universitet v sisteme mezhvuzovskoi integratsii v oblasti pedagogicheskogo obrazovaniya [Tekst] / Pisareva Svetlana Anatol'evna // Vestnik Gertsenovskogo universiteta [Tekst] / RGPU.-SPb., 2011. N 10 (96). S. 3-8.
10. Ofitsial'nyi sait GBU DO DDYuT «Na Lenskoi» [Elektronnyi resurs]. URL: <http://na-lenskoy.ru> (data obrashcheniya: 14.10.2023)
11. Ofitsial'nyi sait Ministerstva prosveshcheniya RF [Elektronnyi resurs]. URL: [https://edu.gov.ru/activity/main\\_activities/additional\\_edu\\_of\\_children/](https://edu.gov.ru/activity/main_activities/additional_edu_of_children/) (data obrashcheniya: 12.09.2023)
12. Ofitsial'nyi sait GBU DO DDT Krasnosel'skogo raiona Sankt-Peterburga [Elektronnyi resurs]. URL: <https://ddtks.ru> (data obrashcheniya: 14.10.2023)

13. Ofitsial'nyi sait GBU DO DDT Frunzenskogo raiona Sankt-Peterburga [Elektronnyi resurs]. URL: <http://ddut.ru> (data obrashcheniya: 14.10.2023)
14. Ofitsial'nyi sait GBU DO DDT Kirovskogo raiona Sankt-Peterburga [Elektronnyi resurs]. URL: <http://ddut.futures.ru> (data obrashcheniya: 14.10.2023)
15. Ofitsial'nyi sait GBU DO DD(Yu)T Moskovskogo raiona Sankt-Peterburga [Elektronnyi resurs]. URL: <http://ddut-mosk.spb.ru/m2-menu.html> (data obrashcheniya: 14.10.2023)
16. Ofitsial'nyi sait GBU DO DDT «Na 9-oi linii» [Elektronnyi resurs]. URL: <http://ddtna9line.ru> (data obrashcheniya: 14.10.2023)
17. Medvedev I. B. Problemy formirovaniya setevogo vzaimodeistviya obrazovatel'nykh uchrezhdenii / I. B. Medvedev, V. I. Skripnichenko // Vestnik Tomskogo pedagogicheskogo universiteta. 2011. № 13. S. 239-242.
18. Kontseptsiya razvitiya dopolnitel'nogo obrazovaniya detei do 2030 goda [Elektronnyi resurs]. URL: <https://www.garant.ru/products/ipo/prime/doc/403709682/> (data obrashcheniya: 18.10.2023)
19. Zimenkova F.N., Chernetsova N.L. Nauchno-pedagogicheskoe sotrudничество vuza s uchrezhdeniyami dopolnitel'nogo obrazovaniya shkol'nikov kak innovatsionnyi resurs formirovaniya edinogo obrazovatel'nogo prostranstva // Aktual'nye problemy gumanitarnykh i estestvennykh nauk. 2014. № 3-2.
20. Bugrova N. S. Setevoe vzaimodeistvie v sisteme povysheniya kvalifikatsii pedagogicheskikh kadrov: dis. ... kand. ped. nauk. Omsk, 2009. 188 s.
21. Vorob'ev M.V. Effektivnye formy uchastiya vuzov v razvitiu sistemy dopolnitel'nogo obrazovaniya detei // Portal nauchno-prakticheskikh publikatsii [Elektronnyi resurs]. URL: <https://elar.urfu.ru/bitstream/10995/50514/1/notv-2015-075.pdf> (data obrashcheniya: 14.10.2023)
22. Chervonnyi M.A. Podgotovka uchitelei k resheniyu professional'nykh zadach v usloviyakh integratsii sistem vysshego pedagogicheskogo i dopolnitel'nogo obrazovaniya: dis. ... dokt. ped. nauk: 13.00.08. M.A. Chervonnyi. Tomsk, 2019.

## A Systematic Approach to the Study of Modern Students' Image

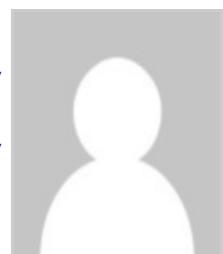
Andreeva Elena Vasilevna

PhD in Pedagogy

Associate professor, Department of Socio-Cultural Service and Tourism, Ammosov North-Eastern Federal University

677000, Russia, Republic of Sakha (Yakutia), Yakutsk, ul. Belinsky, 58

✉ klio\_e@mail.ru



**Abstract.** The objective of this study is the image of a professional educational institution (university) student. The subject of the research is the use of a systematic approach in the study of the formation and development processes of students' images. The purpose of the study was to determine the place of the image in the vocational education system and its function and to identify the factors that ensure the formation and development of the student's image. The study was conducted based on the Department of Socio-Cultural Service and Tourism of the Institute of Languages and Culture of the Peoples of the North-East of the Russian Federation of the M. K. Ammosov NEFU. Based on the provisions of Talcott Parsons' theory of systems and structural and functional analysis, the results of the research of domestic and foreign scientists on the problems of the formation of the image of adolescents

and young people, including in the learning process, the author considers vocational education as a social system in which the image of a student performs several functions. Both theoretical and empirical methods were used in the work, which allowed the development of a model of a student's image at a vocational educational institution to summarize the results of a study on the image of students of the North-eastern Federal University. The novelty of the study is that a model of the image of a student of a vocational educational institution was developed, based on which the structure of the image of students of a higher educational institution was studied, processes that occur within the image as a system, conditions, and factors that determine changes in the structure of the image.

Based on the conducted research, conclusions are drawn that the image of students is a subsystem of the social system of vocational education, simultaneously acting as a mechanism for its preservation, as well as an independent system generating changes within itself, which ensures its safety, balance, and unity. The condition for preserving the image as a system is a change in the structure of the image that occurs in the university's educational environment due to the integration of various types of academic, scientific, project, and organizational activities.

**Keywords:** image structure, student image, image, social system, subsystem, system, systems theory, systems approach, professional education, educational environment

## References (transliterated)

1. Vankerckhoven L., Raemen L., Claes L., Eggemont S., Palmeroni N., Luyckx K. Identity Formation, Body Image, and Body-Related Symptoms: Developmental Trajectories and Associations Throughout Adolescence // Journal of Youth and Adolescence. 2023. No. 52. Rr. 651-669. URL: <https://link.springer.com/article/10.1007/s10964-022-01717-y> (data obrashcheniya: 10.06.2023)
2. Podoprigora M. G., Borisova Ya. O. Razrabotka metoda issledovaniya i formirovaniya imidzha organizatsii // Tavricheskii nauchnyi obozrevatel'. 2015. № 4. S. 74-79.
3. Boat A. A., Miranda A. & Syvertsen A. K. Enhancing Education and Career Pathways Through Peer and Near-Peer Social Capital // Journal of Youth and Adolescence. 2022. No. 51. Rr. 1287-1304. URL: <https://link.springer.com/article/10.1007/s10964-022-01717-y> (data obrashcheniya: 10.06.2023)
4. Kullenberg T., Säljö R. Towards Dialogic Metaphors of Learning – from Socialization to Authoring // Integrative Psychological and Behavioral Science. 2022. No. 56. Rr. 542-559. URL: <https://link.springer.com/article/10.1007/s12124-021-09661-5> (data obrashcheniya: 16.07.2023)
5. Schacter H. L., Hoffman A. J., Ehrhardt A.D. The Power Dynamics of Friendship: Between-and Within-Person Associations among Friend Dominance, Self-Esteem, and Adolescent Internalizing Symptoms // Journal of Youth and Adolescence. 2023. No. 52. Rr. 1206–1218. URL: <https://link.springer.com/article/10.1007/s10964-023-01763-0> (data obrashcheniya: 10.06.2023)
6. Shepel' V. M. Upravlencheskaya etika. M.: LENAND, 2022.
7. Kostromina S., Grishina N. Psychology of Changeability: Basic Principles of Description of Processual Nature of Personality // Integrative Psychological and Behavioral Science. 2022. 26 October. Pr. 569-589. URL: <https://link.springer.com/article/10.1007/s12124-022-09730-3> (data obrashcheniya: 16.07.2023)

8. Potemkina O. F. Imidzh politicheskogo lidera. M.: Moskovskii gosudarstvennyi institut kul'tury i iskusstv, 2006.
9. Koshlyakova M. O. Sotsial'noe prostranstvo imidzha: monografiya. M.: INFRA-M, 2022.
10. Parsons T. Funktsional'naya teoriya izmeneniya // Amerikanskaya sotsiologicheskaya mysl'. Pod red. V. I. Dobren'kova. M.: Izd-vo MGU, 1994.
11. Kormishina G. M. Imidzh v sisteme sotsial'nogo vzaimodeistviya // Vestnik Kazanskogo gosudarstvennogo universiteta kul'tury i iskusstv. 2011. № 2. S. 1-5.
12. Simonova I. F. Pedagogika imidzha: monografiya. Spb.: Ul'tra, 2012.
13. Spicheva D. I., Kuzheleva-Sagan I. P. Imidzh kak instrument upravleniya soznaniem i povedeniem «Pokoleniya Y» // Vestnik Tomskogo gosudarstvennogo universiteta. 2012. № 363. S. 64-67. URL: <http://journals.tsu.ru/uploads/import/876/files/363-064.pdf> (data obrashcheniya: 21.04.2023)
14. Miftakhov I. I., Mukhametzyanova F. G., Nasybullin A. R, Stepashkina V. Izuchenie i razvitiye sub"ektnogo imidzha studenta // Kazanskii vestnik molodykh uchenykh. 2019. T.3. № 2. S. 57-63.
15. Shatsillo V. A. Imidzh obrazovatel'noi organizatsii v protsesse professional'nogo samoopredeleniya molodezhi (na primere Saratovskoi oblasti) // Vestnik Povolzhskogo instituta upravleniya. 2020. T. 20. № 1. S. 83-90. DOI: 10.22394/1682-2358-2020-1-83-90
16. Krasnikova V. A. Imidzh kak faktor effektivnosti rukovoditelya deyatel'nosti organizatsii // Globus: psichologiya i pedagogika. 2021. Tom 7. № 43, 2021 S. 43-45.
17. Karimova K. R. Ponyatie «obraz» i «imidzh» v praktike SMI i nauchnykh issledovaniyakh // Znak: problemnoe pole mediaobrazovaniya. 2019. № 4. S. 138-144. DOI: 10.24411/2070-0695-2019-10415
18. Parsons T. O sotsial'nykh sistemakh / Pod red. V. F. Chesnokovoi i S. A. Belanovskogo. M.: Akademicheskii Prospekt, 2002.
19. Parsons T. O strukture sotsial'nogo deistviya / Sb. per. pod obshch. red. V. F. Chesnokovoi, S. A. Belanovskogo. M.: Akademicheskii Prospekt, 2000.

## Chinese Philology Students Studying Russian's Cultural Knowledge of Russia (Based on the Results of a Diagnostic Questionnaire)

Bokareva Yuliya Mikhailovna

PhD in Philology

Associate Professor, Department of Modern Russian Language and Methods of Its Teaching, Novosibirsk State Pedagogical University

630126, Russia, Novosibirsk region, Novosibirsk, Vlyuiskaya str., 28

✉ yuliamihail@mail.ru



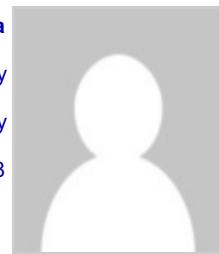
Novoselova Ol'ga Arkad'evna

PhD in Philology

Department of Modern Russian Language and Methods of Its Teaching, Novosibirsk State Pedagogical University

630126, Russia, Novosibirsk region, Novosibirsk, Vlyuiskaya str., 28

✉ novoselova.olya2011@yandex.ru



**Abstract.** Abstract:

The subject of this study is the cultural knowledge of international philology students about Russia. The paper contains the results of a survey that was conducted for several years (starting in 2014) among students of the Xinjiang State and Xinjiang Pedagogical Universities (PRC, Urumqi), who studied Russian for two years using the textbooks "Russian Language for Universities" (created in China) and came to Russian as a foreign language for a one-year internship (during their third year of studying Russian as a foreign language) at Novosibirsk State Pedagogical University (NGPU), with a B1 level in Russian.

The purpose of the work is to present a system of diagnostic tasks that allow students to identify the initial knowledge of philologists about the culture of the country of the language being studied.

The purpose of the work is to present a system of diagnostic tasks that allow one to identify the initial knowledge of philology students about the culture of the country of the language being studied and changes in their ideas about the realities of Russian culture at the end of their year of study, to determine the basic cultural and country-specific information acquired during training by carriers of systemically different cultural values. Analysis of pedagogical, methodological, and educational literature on the problems of teaching foreign languages, including Russian as a foreign language, questioning of foreign speakers to determine cultural and regional knowledge about Russia, a method of describing, generalizing, and systematizing the data obtained, a method of thematic classification of cultural studies material presented in textbooks and assignments performed by students. The novelty of the research is determined by the material introduced into scientific and methodological circulation, obtained as a result of a survey and questionnaire of international students of philology, and by allowing the study of the image of Russia that has developed among international students.

The study's main conclusions are related to the developed and tested system of diagnostic materials aimed at determining the level of cultural and regional competence of international students. The materials obtained allow international philology students to identify the basic culturally-oriented knowledge about Russia that they have after studying outside the language environment, as well as to track the changes that have occurred in their ideas about Russian culture during their studies in Russia and draw conclusions about the dominant cultural values of Russia in the language consciousness of international students.

**Keywords:** socio-cultural competence, country-specific competence, ethnomethodics, cultural knowledge, training of foreign philology students, cultural competence, competencies, methods of teaching RCT, RCT, chinese students

## References (transliterated)

1. Kolesnikova N. I., Tum E. A., Markelova E. V. Olimpiiskaya azbuka i lingvokul'turnaya kompetentsiya obuchayushchikhsya // Sibirskii pedagogicheskii zhurnal. 2015. № 5. S. 154-161.

2. Fedotova N. L. Osnovnye problemy prepodavaniya russkogo yazyka kak inostrannogo v neyazykovoi srede // Mezhdunarodnyi zhurnal rusistiki. International Journal of Russian Studies. ISSUE NO. 5 (2016/1) [https://www.ijors.net/issue5\\_1\\_2016/articles/fedotova.html](https://www.ijors.net/issue5_1_2016/articles/fedotova.html) (Data obrashcheniya: 02.11.2023)
3. Turbina E. P. Rol' kul'turologicheskogo podkhoda v protsesse obucheniya inostrannym yazykam // Vestnik Shadrinskogo gosudarstvennogo pedagogicheskogo universiteta. Pedagogicheskie nauki. 2018. S.111-115 <https://cyberleninka.ru/article/n/rol-kulturologicheskogo-podkhoda-v-protsesse-obucheniya-inostrannym-yazykam> (Data obrashcheniya: 02.11.2023)
4. Chzhou Shutszyuan'. Teoriya i praktika podgotovki kompleksnykh spetsialistov-rusistov v Kitae // Pedagogicheskoe obrazovanie v Rossii. – 2016. – №12. – S. 171-175.
5. Shupin Chzhao. Znachenie sotsiokul'turnogo komponenta v protsesse formirovaniya kommunikativnoi kompetentnosti u studentov-filologov iz KNR, izuchayushchikh russkii yazyk kak inostrannyi // Voprosy zhurnalistiki, pedagogiki, yazykoznaniya. – 2022. – T. 41. – № 4. – S. 681-688.
6. Lyu Khun. Issledovaniya kitaiskikh rusistov-metodistov po problemam yazyka i kul'tury: novyi etap, problemy i zadachi // Vestnik KemGUKI. 2011. №16. S. 85-89.
7. Sun Khunkhai. Sovremennye metody v prepodavanii RKI // Nauchno-obrazovatel'nyi zhurnal dlya studentov i prepodavatelei «Stud Net». 2021. № 5. S. 1-5.
8. Lo Syaosya. Metodika obucheniya russkomu yazyku v Kitae (istoriya i perspektivy) // Nauchno-pedagogicheskoe obozrenie. PedagogicalReview. 2015. 2 (8). S. 18-23.
9. Gao Fenlan'. Osobennosti obucheniya russkomu yazyku v kitaiskikh vuzakh // Pedagogicheskoe obrazovanie v Rossii. 2016. № 12. S. 41-45.
10. Antonova Yu. A. Natsional'no-psikhologicheskii portret kitaiskogo studenta, izuchayushchego russkii yazyk // Filologicheskii klass. 2022. Tom 27, № 2. S. 161-171.
11. Van Yamen. Sovremennye podkhody k prepodavaniyu russkogo yazyka kak inostrannogo v vysshikh uchebnykh zavedeniyakh Kitaya// Sovremennaya nauka: aktual'nye problemy teorii i praktiki. 2019. № 8.
12. Petrova S. M. Osobennosti obucheniya russkomu yazyku kak inostrannomu v kitaiskoi auditorii // Pedagogika. Psichologiya. Filosofiya. 2020. № 2 (18). S. 19-24.
13. Novikova A. K. Prepodavanie russkogo yazyka v Kitae: etnometodicheskie i etnokul'turnye osobennosti // Vestnik Rossiiskogo universiteta druzhby narodov. Seriya Voprosy obrazovaniya: yazyki i spetsial'nost'. 2011. – №1. – S. 68-75.
14. Okhorzina Yu. O., Salosina I. V., Glinkin V. S. Osobennosti prepodavaniya russkogo yazyka v usloviyakh vuzov KNR: teoreticheskie i metodicheskie aspekty // Vestnik Tomskogo gosudarstvennogo universiteta. 2019. № 441. S. 206-212.
15. Balykhina T. M. Ot metodiki k etnometodike. Obuchenie kitaitsev russkomu yazyku: problemy i puti ikh preodoleniya. M.: RUDN, 2010. 344 s.
16. Ndyai Manetu, Nguen Vu Kh'yung Ti, Grunina E.O. Innovatsionnye tekhnologii v prepodavanii russkogo yazyka kak inostrannogo// Rusistika. 2020. T.18. № 1. S. 17-38. <http://dx.doi.org/10.22363/2618-8163-2020-18-1-7-38> (data obrashcheniya: 19.11.2023)
17. Sovremennye obrazovatel'nye tekhnologii i tendentsii v prepodavanii russkogo yazyka kak inostrannogo/ pod red. U. S. Kutyaevoi, E. S. Ryabtsevoi. Ekaterinburg: Izdatel'skii dom «Azhur», 2022. 105 s.
18. Problemy prepodavaniya russkogo yazyka kak inostrannogo v sovremenном vuze: sbornik nauchnykh statei / Sostavitel' i nauchnyi redaktor M. V. Belyakov. M.: MGIMO-

Universitet, 2020. 268 s.

19. Deikina A. D., Yanchenko V. D. Nekotorye tendentsii sovremennoi metodiki prepodavaniya russkogo yazyka kak inostrannogo // Sovremennaya kommunikativistika. M., 2018. № 1 (32). S. 47-52.
20. Obuchenie russkomu yazyku kak inostrannomu v sovremenном obrazovatel'nom prostranstve // Pod obshchei red. E. V. Korochkinoi. Ul'yanovsk: UIGTU, 2021. 259 s.
21. Vesnina L. E., Kirilova I. V. Obraz Rossii v kitaiskikh uchebnikakh po RKI: aksiologicheskii aspekt // Filologicheskii klass. 2019. № 1. C. 83-88.
22. Gal'skova N. D. Lichnostno-razvivayushchii potentsial mezhkul'turnogo podkhoda k obucheniyu inostrannym yazykam // Izvestiya Gomel'skogo gosudarstvennogo universiteta imeni F. Skoriny. № 2 (95). 2016. S. 17-21.
23. Obraz Rossii v mezhdunarodnom obrazovatel'nom diskurse: lingvokognitivnyi i lingvodidakticheskii aspekty: kollektivnaya monografiya /E. V. Dzyuba, S. A. Eremina, V. Yu. Mikov; Pod redaktsiei E. V. Dzyuby. Ekaterinburg, 2019. 208 s.
24. Dzyuba E. V. Kognitivnye strategii prezentatsii obraza Rossii v zarubezhnykh uchebnikakh po russkomu yazyku kak inostrannomu dlya nositelei slavyanskikh yazykov // Filologicheskii klass. 2019. № 1. S. 75-82.
25. Vorob'ev V. V. Lingvokul'turologiya (teoriya i metody): monografiya. M.: Izd-vo RUDN, 1997. 331 s.
26. Tareeva E. G. Sistema kul'turosoobraznykh podkhodov v obuchenii inostrannomu yazyku // Yazyk i kul'tura. 2017. S. 302-320 DOI: 1017223/19996195/40/20 <https://cyberleninka.ru/article/n/sistema-kulturosoobraznyh-podkhodov-k-obucheniyu-inostrannomu-yazyku> (Data obrashcheniya: 02.11.2023)
27. Vereshchagin E. M., Kostomarov V. G. Lingvostranovedcheskaya teoriya slova. M.: Russkii yazyk, 1980. 320 s.
28. Balykhina T. M. Struktura i soderzhanie rossiiskogo filologicheskogo obrazovaniya. Metodologicheskie problemy obucheniya russkomu yazyku: Nauchnoe izdanie. M.: Izd-vo MGUP, 2000. 400 s.
29. Klobukova L. P., Krasil'nikova L. V., Matyushenko A. G. Spetsifika kontingenta inostrannykh uchashchikhsya – filologov v sisteme sovremennoi rossiiskoi vysshei shkoly // Mir russkogo slova. 2009. № 4. S. 91-98.
30. Moskovkin L. V., Shchukin A. N. Metodika prepodavaniya russkogo yazyka kak inostrannogo: proshloe, nastoyashchee i budushchee // Russkii yazyk i literatura v prostranstve mirovoi kul'tury: materialy XIII Kongressa MAPRYaL. 2015. S. 739-734.
31. Mitrofanova O. D., Kostomarov V. G. Metodika prepodavaniya russkogo yazyka kak inostrannogo. VII Mezhdunarodnyi kongress prepodavatelei russkogo yazyka i literatury. M.: Russkii yazyk, 1990. 268 s.
32. Prokhorov Yu. E. Lingvostranovedenie. Kul'turovedenie. Stranovedenie: teoriya i praktika obucheniya russkomu yazyku kak inostrannomu. M.: IRYaP, 1998. 108 s.
33. Samchik N. N. Razvitiye sotsiokul'turnoi kompetentsii pri obuchenii russkomu yazyku kak inostrannomu // Karel'skii nauchnyi zhurnal. 2019. T.8. №3 (28). S. 57-59.
34. Deikina A. D., Anisina Yu. V. Spetsifika kul'turovedcheskogo komponenta professional'no orientirovannogo obucheniya inostrannomu yazyku inostrannykh voennosluzhashchikh // Baltiiskii gumanitarnyi zhurnal. 2021. T. 10. № 1 (34). S. 98-102.
35. Gorbenko V. D., Dominova T. N., Il'ina N. O., Kumbasheva Yu. A., Mityakova M. V. Aktual'nye napravleniya metodiki prepodavaniya russkogo yazyka kak inostrannogo:

rezul'taty kontent-analiza // Perspektivy nauki i obrazovaniya. 2021. № 1 (49). S. 249-264. DOI: 1032744/pse.2021.1.17 (Data obrashcheniya: 02.11.2023)

36. Prokhorov Yu. E. Sotsiokul'turnye aspekty izucheniya russkogo yazyka: novye usloviya, novye potrebnosti, novye modeli // Russkii yazyk za rubezhom. 2012. № 3 S. 4-10.

## A Comparative Analysis of the Effectiveness of Distance and Traditional Learning Technologies in Universities

Golovkina Mariya Vilevna

PhD in Physics and Mathematics

Associate professor, Povolzhskiy State University of Telecommunications and Informatics

✉ nauka77@yandex.ru



**Abstract.** This article presents a comparative analysis of the learning outcomes of higher education students using two different forms of learning: traditional offline learning and e-learning. The features of e-learning are considered. The study considers the widespread introduction of digital technologies in both electronic and traditional learning. The subject of the study is the influence of various forms of organizing the educational process based on the results of academic activities. The purpose of the study is to identify the most suitable forms that are most effective in modern conditions. The author used a comparative analysis of the learning results of distance and traditional forms of education obtained during and after the COVID-19 pandemic. The following objective criteria were chosen: student grades, average score during certification, and the number of students who successfully passed their exams. The work considers the difficulties of objectively comparing learning results of e-learning and traditional education formats. Despite this, it was possible to identify differences between different types of education, which are especially visible when conducting certification in a standardized format. In general, it was shown that students taught using the traditional format gained more professional skills and competencies than those who studied remotely. As a result of the study, preferred forms of training were identified, as well as the most effective ones. These formats currently include traditional learning, which uses the entire arsenal of modern digital content, and blended learning, which uses both conventional and online learning forms.

**Keywords:** educational technologies, electronic educational content, student motivation, blended learning, distance learning, digitalization of education, higher education, social interaction, academic performance, satisfaction

### References (transliterated)

1. Lukashenko M. A., Gromova N. V., Ozhgikhina A. A. Tsifrovoi imidzh prepodavatelya predprinimatel'skogo universiteta // Vysshee obrazovanie v Rossii. 2021. T. 30. №7. S. 91-104.
2. Shukhman A. E., Parfenov D. I., Legashev L. V., Grishina L. S. Analiz i prognozirovaniye uspevaemosti obuchayushchikhsya pri ispol'zovanii tsifrovoi obrazovatel'noi sredy // Vysshee obrazovanie v Rossii. 2021. T. 30. № 8-9. S. 125-133.
3. Panferov V. N., Bezgodova S. A., Vasil'eva S. V., Ivanov A. S., Miklyaeva A. V. Effektivnost' obucheniya i akademicheskaya motivatsiya studentov v usloviyakh onlайн-vzaimodeistviya s prepodavatelem (na primere videolektsii) // Sotsial'naya

psikhologiya i obshchestvo. 2020. T. 11. № 1. S. 127–143.

4. Studenikina L. I., Zhuravleva E. V. Metodicheskie osobennosti sostavleniya ekzamenatsionnykh testov po matematicheskim distsiplinam v period distantsionnogo obucheniya // Vysshee obrazovanie segodnya. 2021. № 5. S. 24–29.
5. Ostroglazova N. A., Starostina N. V. Lektsiya-prezentatsiya kak instrument vnedreniya innovatsii v vuze // Vysshee obrazovanie v Rossii. 2021. T. 30. № 6. S. 97–107.
6. Fuchs K., Karrila S. The perceived satisfaction with emergency remote teaching (ERT) amidst COVID-19: An exploratory case study in higher education. The Education and Science Journal. 2021. V. 23 (5). Pp. 116–130.
7. Gherhes,, V., Stoian, C.E., Farcasiu, M.A., Stanici, M. E-Learning vs. Face-To-Face Learning: Analyzing Students' Preferences and Behaviors // Sustainability 2021. V. 13. 4381. Pp. 1–15.
8. Al-Karaki J. N., Ababneh N., Hamid Y., Gawanmeh A. Evaluating the Effectiveness of Distance Learning in Higher Education during COVID-19 Global Crisis: UAE Educators' Perspectives // Contemporary educationa; technology. 2021. V. 13 (3). ep. 311, Pp. 1–16.
9. Abuhmaid A. M. The Efficiency of Online Learning Environment for Implementing Project-Based Learning: Students' Perceptions // International Journal of Higher Education 2020. V. 9. No. 5. Pp. 76–83.
10. Abney S. A Comparison of Traditional Classroom and Distance Education Classroom on Global Logistics and Group Settings // The Journal of Technology, Management, and Applied Engineering 2020. V. 36. N. 4. Pp. 1–10.
11. Narkhov D. Yu., Narkhova E. N., Shkurin D. V. Dinamika obrazovatel'noi aktivnosti studenchestva pod vozdeistviem tsifrovizatsii // Obrazovanie i nauka. 2021. T. 23, № 8. S. 147–188.
12. Endovitskii D. A., Risin I. E., Treshchevskii Yu .I., Rudnev E. A. Distantsionnoe obuchenie – disbalans vozmozhnostei i ugroz // Vysshee obrazovanie v Rossii. 2022. T. 1. № 1. S. 89–97.
13. Filatov V. V., Gobysh A. V. O roli distantsionnogo obucheniya v sovremenном vysshem obrazovanii // Professional'noe obrazovanie v sovremennom mire. 2020. T. 10. № 4. S. 4243–4251.
14. Dedyukhin D. D., Balandin A. A., Popova E. I. Distantsionnoe obuchenie v sisteme vysshego obrazovaniya: problemy i perspektivy // Mir nauki. Pedagogika i psichologiya. 2020. №5. S. 1–11. <https://mir-nauki.com/PDF/25PDMN520.pdf> (dostup svobodnyi). Zagl. s ekranu.
15. Starchikova I. Yu. Osobennosti distantsionnogo obucheniya v sovremennykh usloviyakh rossiiskogo vuza: po materialam oprosa studentov // Perspektivy nauki i obrazovaniya. 2021. № 2 (50). S. 103–117.
16. Kazakova E. I., Kondrakova I. E., Proekt Yu.L. Perekhod k ekstremnomu distantsionnomu obucheniyu v usloviyakh pandemii v prizme perezhivaniya studentami transformatsii obrazovatel'noi sredy vuza // Obrazovanie i nauka. 2021. Tom 23. № 8. S. 111–146.
17. Kozolupenko D. P. Inversiya osnovnykh tendentsii tsifrovizatsii v obrazovatel'nom prostranstve // Vysshee obrazovanie v Rossii. 2022. T. 31. № 12. S. 115–129.
18. Zaichenko N. A. Tsifrovizatsiya obrazovaniya kak trigger izmenenii obrazovatel'nykh otnoshenii // Ekonomika i upravlenie. 2020. T. 26. № 11. S. 1157–1169.
19. Blinov V. I., Esenina E. Yu., Sergeev I. S. Modeli smeshannogo obucheniya: organizatsionno-didakticheskaya tipologiya // Vysshee obrazovanie v Rossii. 2021. T.

30. № 5. S. 44–64.

20. Drugova E.A., Zhuravleva I.I., Ayusheeva M.G. Trudnosti proektirovaniya smeshannogo obucheniya v vysshem obrazovanii: opyt «Shkol pedagogicheskogo dizaina» // Vysshee obrazovanie v Rossii. 2023. T. 32. № 6. S. 93–115.

## Reflecting on the Images of the Macedon Kings Philip and Alexander in Current History Textbooks

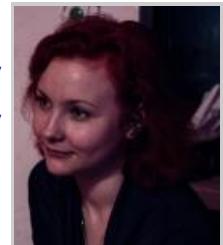
Aleksandrova Olga

PhD in History

Herzen Russian State Pedagogical University

191186, Russia, Saint Petersburg, nab. Moika River, 48

✉ olgaalex@lenta.ru



**Abstract.** This research is based on images of famous figures of the antiquity era—the King of Macedonia, Philip II, and his son Alexander—and their reflections in the pages of fifth-grade textbooks on world history. Particular attention is paid to the correspondence of the information in school textbooks to historical sources and materials of historical research on these rulers.

The completeness of the reflection of the images of the two most famous Macedonian kings is analyzed, as well as a system of tasks and questions that deepen knowledge directly about outstanding historical figures and the turning point of ancient history as a whole. The authors conclude that Philip's personality and activity are almost completely eclipsed by the vivid image of Alexander, which corresponds to general historiographical trends. Philip's era and transformations, which changed the course of Greek and world history, are briefly and casually discussed, or only one of the sides of his military reform is considered. This does not allow us to fully assess the significance of this figure in ancient history and analyze his contribution to the transformation of the Greek world.

At the same time, Alexander is presented in textbooks not just as a talented commander but, in fact, as the greatest hero of antiquity. His personality's negative aspects have been smoothed out and are practically not mentioned. In the end, all that remains is a brilliant commander and a talented ruler.

It seems that this can lead not only to a distorted perception of specific historical figures' activities but also to the formation of an inherently vicious belief that timely reforms and transformations are of incomparably less value than military campaigns and conquests.

**Keywords:** Macedonia, History of Ancient Greece, education, history in school, textbooks, reception of antiquity, Alexander the Great, Philip II of Macedon, ancient history, History

### References (transliterated)

1. Medynskii E.M. Narodnoe obrazovanie v SSSR. M., 1952. 282 s.
2. Vigasin A.A., Goder G.I., Sventsitskaya I.S. red. Iskenderova A.A. Vseobshchaya istoriya. Iстория Древнего мира. 5 klass. M., 2020. 305 s.

3. Nikishin V.O., Strelkova O.V., Tomashevich O.V., Mikhailovskii F.A. pod red. Karpova S.P. Vseobshchaya istoriya. Istorya Drevnego mira. 5 klass. M., 2020. 352 s.
4. Saprina E.V., Nemirovskii A.A., Solomatina E.I., Tyrina S.V. pod red. Medinskogo V.R. Istorya Drevnego mira. 5 klass. M., 2021. 275 s.
5. Shofman A. S. Istorya antichnoi Makedonii. Ch. 1. Kazan', 1960. 300 s.
6. Uortington I. Filipp II Makedonskii / Per. s angl. Ivanova S. V. SPb.-M., 2014. 399 s.
7. Gabriel R. A. Philip II of Macedonia: Greater than Alexander. Washington, 2010. 318 p.
8. Anson E. M. Philip II, the Father of Alexander the Great: Themes and Issues. London – New York, 2020. 246 p.
9. Shifman I. Sh. Aleksandr Makedonskii. L.: Nauka, 1988. 239 c.
10. For P. Aleksandr Makedonskii / Per. s frants. I. I. Makhan'kova. – M.: Molodaya gvardiya, 2011. 416 c.
11. Shakhermair F. Aleksandr Makedonskii. Rostov-na-Donu, 1997. 377 c.
12. Green P. Alexander of Macedon, 356–323 B.C.: A Historical Biography. Berkley, 1991. 672 p.
13. Zhurakovskii G.E. Ocherki po istorii antichnoi pedagogiki. M., 1940. 471 s.
14. Zelinskii F.F. Drevnii mir i my. SPb., 1905. 340 s.
15. Aleshintsev I.A. Istorya gimnazicheskogo obrazovaniya v Rossii (XVIII i XIX vek). SPb., 1912, 346 s.