

© Л.В. Быкасова, С.В. Гармаш, В.А. Панова, В.В. Подберезный, А.Н. Самойлова

DOI: <http://doi.org/10.15350/2409-7616.2021.3.38>

УДК 378

ПОДГОТОВКА ПЕДАГОГА – ФИЛОГЕНЕТИЧЕСКИЙ КОД СОВРЕМЕННОСТИ

Л.В. Быкасова, С.В. Гармаш, В.А. Панова, В.В. Подберезный, А.Н. Самойлова

Быкасова Лариса Владимировна,

доктор педагогических наук, профессор кафедры
общей педагогики, Ростовский государственный
экономический университет, Ростов-на-Дону, Россия.
SPIN code: 2544-6452 / ORCID iD: 0000-0003-4866-1222
E-mail: moeve-25-moeve@yandex.ru

Гармаш Светлана Васильевна,

кандидат филологических наук, доцент кафедры русского
языка и культуры речи, Ростовский государственный
экономический университет, Ростов-на-Дону, Россия.
SPIN-code: 1296-8759
E-mail: garmash@mail.ru

Панова Валентина Анатольевна,

кандидат педагогических наук, доцент кафедры
естествознания, Ростовский государственный
экономический университет, Ростов-на-Дону, Россия.
SPIN-code: 7814-6497 / ORCID iD: 0000-0003-0880-8090
E-mail: panval2008@gmail.com

Подберезный Владимир Васильевич,

кандидат педагогических наук, доцент кафедры
естествознания, Ростовский государственный
экономический университет, Ростов-на-Дону, Россия.
SPIN-code: 3736-0735 / ORCID iD: 0000-0002-1590-1931
E-mail: podberes@mail.ru

Самойлова Александра Николаевна,

аспирант, Южный Федеральный университет,
Таганрог, Россия.
E-mail: s_a_n_1@mail.ru

Аннотация. Актуальность представленной статьи обусловлена повышенным вниманием российского правительства к вопросам образования, что нашло отражение в Национальной доктрине образования в РФ, в которой образование определяется в качестве генерального направления экономического и социокультурного развития страны, в связи с чем проблема

подготовки педагогических кадров рассматривается как стратегический ресурс Российской Федерации. Подготовка современного педагога изучается в триаде: как способ достижения целей национального развития молодежи; как новый тип субъект-субъектного взаимодействия; как подготовка педагогических кадров для научно-технологического развития страны. Авторы обращаются к рефлексии возрастающей роли подготовки педагогических кадров, что настоятельно требует ответа на такие проблемные вопросы, как наличие новых педагогических концепций, детерминирующих иные проекции развития образования; ранее неизвестного формата разработки профессиональных образовательных программ с учетом требований, предъявляемых к современному субъекту образования. Стратегические и тактические особенности организации процесса образования педагога в Российской Федерации рассматриваются в статье с позиции индуктивного подхода, что позволяет выявить современную модель подготовки педагога, основные сценарии развития событий и ведущие образовательные треки в профессиональном становлении учителя. Авторы ставят цель анализа проведенных экспертиз, включающих обобщение и систематизацию рефлексивных знаний о состоянии отечественной системы образования, тяготеющей к внедрению концепции сетевого университета в эпоху экстремальных явлений; о разворачивании и экспликации отдельных аспектов педагогической теории и практики; о выявлении рисков, связанных с преодолением недостаточности и несистемности информации по исследуемой проблеме для последующей организации образования педагогов и непрерывного повышения педагогического мастерства субъекта на качественном уровне. Для достижения цели предполагается использование метода гуманитарной экспертизы имеющихся исследований в области образования, что поможет определить филогенетический код современности, стратегическую направленность человеческой деятельности в современном социуме, основные дискурсы подготовки педагогических кадров для отечественной школы.

Ключевые слова: сценарии развития событий, модель, образовательный трек, педагогическая практика, интервенции, педагогическое учреждение.

UDC 378

TEACHER EDUCATION – PHYLOGENETIC CODE OF MODERN ERA

L.V. Bykasova, S.V. Garmash, V.A. Panova, V.V. Podberezny, A.N. Samoylova

Larisa V. Bykasova,

Doctor of Pedagogical Sciences, Professor of Rostov State Economic University, Rostov-on-Don, Russian Federation.

ORCID iD: 0000-0003-4866-1222

E-mail: moeve-25-moeve@yandex.ru

Svetlana V. Garmash,

Candidate of Philology Sciences, of Rostov State Economic University, Rostov-on-Don, Russian Federation.

E-mail: garmash@mail.ru

Valentina A. Panova,

Candidate of Pedagogical Sciences, Associate
Professor of Rostov State Economic University,
Rostov-on-Don, Russian Federation.
ORCID iD: 0000-0003-0880-8090
E-mail: panval2008@gmail.com

Vladimir V. Podberezny,

Candidate of pedagogical Sciences, Professor of Rostov State
Economic University, Rostov-on-Don Russian Federation.
ORCID iD: 0000-0002-1590-1931
E-mail: podberes@mail.ru

Aleksandra N. Samoylova,

Postgraduate student, Southern Federal University, Engineering and
technological Academy, Taganrog, Russian Federation.
E-mail: s_a_n_l@mail.ru

Abstract. *The presented article relevance is determined by the Russian government increased attention to the education issues. The modern teacher training is considered in a triad: as a way to achieve the goals of the youth's national development; as the teaching staff training for the country scientific and technological development. The authors apply to the reflection of the teaching staff training growing role, which insistently requires an answer to such problematic questions as the new pedagogical concepts existence, determining other projections of the education development; the previously unknown format for the professional educational programs development, taking into account the requirements for the education modern subject. The study purpose is to identify the training strategy implementation features of a modern teacher as a carrier of the phylogenetic code. The strategic and tactical features of the teacher educational process organization in Russia are considered in the article from the inductive approach position, which allows to identify the teacher training modern model, the main scenarios for the events development and the leading educational tracks in the teacher's professional establishment. The use of the humanitarian expertise method determines the human activity direction in the modern society, the training teachers' main discourses for the national school. As a result of the express examination, including the reflexive knowledge assimilation and systematization about the national education system state, the conclusions were drawn about the pedagogical theory and practice certain aspects development; on the risks identification in the teaching staff training organization.*

Keywords: *scenarios for the events development, model, educational track, pedagogical internship, interventions, teacher professional establishment.*

Introduction

The modern teaching staff training in the Russian Federation is one of the main tasks for saving the nation. The education role can hardly be overestimated. We regard the education as a “soft power” that increases the Russian education priority, it ensures the country's national security, and accumulates the human resources, being important for the domestic education competition [2, c. 71].

Nowadays, the education role vector is changing:

- the education modern subject is moving from the culture of observing the human activity products to the culture of the direct participation in the objects creation and alternation;
- the collective creativity of trainees develops in making crisis decisions;
- the subject has access to the scientific information arrays for the use in one's activities;
- the navigation skill in competencies is formed;
- the collaborative creative processes degree is increasing;
- there is a convergence of developing technologies (information services socialization, the network formation - a platform for joint cooperation) [4, c. 180].

The current situation in the education is illustrated with the paradox of the teaching staff accomplishment deficiency. In this regard, we determine the goal of our research: to identify the training strategy implementation features of a modern teacher as a carrier of the phylogenetic code.

In order to outline the ways of overcoming the crisis phenomena in the national education, it is necessary to solve a number of problems:

- 1) to consider the main aspects in organizing the future teachers training;
- 2) to develop the teacher training modern model;
- 3) to reveal the main scenarios of the events development and the leading educational tracks in the professional development of a teacher;
- 4) to determine the main directions and possible interventions in the education practice [9, c. 13].

The reflection of the strategic and tactical features of the teacher educational process organization in the Russian Federation will be carried out applying the inductive approach, which will contribute to

- the substantiation of the human activity main vectors in the modern society;
- the leading discourses formulation of the teaching staff training for the national school;
- the set of competencies supplement, necessary for the teacher successful work in a modern school, which can be determined using the methods of pedagogical (No. 273 - Federal Law), social and humanitarian expertise (Ermakov P.N., Abakumova I.V., Bratchenko S.L., Bakshtanovsky V.I., Sagatovsky V.N., Kharash A.U.).

Research methodology

We should turn to the concepts introduced in the text of our article. Phylogenetic (phylogenetisch; from the Greek "phyle" - "genus" and "genesis" - "emergence") - referring to the clan, people, race, humanity development.

The expertise is a study by a specialist-expert of any issues, which solution requires some special knowledge in the field of science, technology, art, etc. [16, p. 244].

The expert research methodology is the method application to the specific research object, i.e. the object specifics accountability, the sequence of stages and analytical procedures.

Following E. N. Belova, we understand the network as an unstable, developing, dynamic set of elements, interconnected in different ways [3, p. 6].

The phenomenon study will take place in accordance with the strategy that considers the teaching staff training as the modern society cultural transmission, which is able to provide

- the implementation of the bachelor's and master's programs on the interdisciplinary basis [20, p. 12];
- the media technologies application in the education process [17, p. 78];
- the development of the subject intellectual and general cultural level [9, p. 11];
- the practice-oriented training of a future graduate, which is in demand with the modern labor market [23, p. 27];
- the education subject creative thinking development [12, p. 34];
- the education individualization (choice of trajectory, rate of the course completion, form of education, etc.) [21, p. 116];

– the subject introduction to the digital culture, to a deeper comprehension of the society polymental nature, to achieving a synergistic effect [15, p. 4].

The teacher training current issues in keeping with the appeal to the phylogenetic code of the modern era will be considered in the article from the position of the following principles:

1. Stereotyping and social inclusiveness (the subject accepts the behavior stereotypes in the society and enters the social circle without conflict) [1, p. 190];
2. The subject's activity (mastering the existing rules, the recreation "spirit", aspiration to occupy one's own niche in the micro-society, etc.);
3. Continuity and consistency (the interrelation between sensory and logical, rational and irrational, conscious and unconscious in the subject behavior) [5, p. 11];
4. Integrity (in the artificially created environment, the best didactic samples are concentrated, new techniques are practiced, innovations are being tested) [10, p. 439];
5. Communication (specially created environment is comfort and psychological relaxation for the education subject) [6, p. 13];
6. Metadisciplinarity (a set of knowledge obtained in the artificial environment in horizontal and vertical structures) [13, p. 358].

As part of the modern teacher training problems study, the subject of our research is an expert assessment of the advantages and disadvantages in the field of domestic education, directed to the modern teacher training.

The desire to identify the existing gaps and "points of growth" will allow, as a result of an express examination,

- 1) to generalize and systematize the reflexive knowledge about the domestic education system state;
- 2) to make a conclusion about the pedagogical theory and practice certain aspects deployment;
- 3) to identify risks for the teacher education subsequent organization;
- 4) to make a forecast for the training teachers system development [8, p. 67].

The importance of the modern teacher training is evidenced by the interest of scientists, turning to this phenomenon study. The pedagogical personnel training issues are studied by both Russian and foreign scientists: S.D. Beshelev, M.V. Boguslavskij, F.G. Gurvich, E. N. Knyazeva, S. P. Kurdyumov, I. A. Kolesnikova, M. K. Mamardashvili, R. Blair, T. Serafini, F. Schulz; S. L. Bratchenko, N. S. Makarova, G. N. Prozumentova refer to the expertise typology problems in the field of education; V. Puzyrevskij, Yu. M. Fedorov, A.M. Tsirulnikov are engaged in the examination of educational and methodological literature, structuring and planning of the educational material; assessment of the trainee's personality, issues, related to the education technologies, are the area of scientific interests of L.V. Bykasova, O.A. Kononova, V.V. Podberezniy, A.N. Samoiloova and others.

Conceptual approaches

In the format of the modern education practice development, the training pedagogical personnel is considered as a state task, which implementation can ensure the national security and competitiveness of the domestic education; it can increase the Russian education priority; it can also develop new standards for the modern educational design and optimize the vital activity and sustainability of the subject's ecosystem.

The modern pedagogical science focus is changing under the influence of its epistemic potential, which allows teachers to apply the latest technologies in education; to intensify the subject receptive ability; to update the education practice-oriented. This can be achieved through the local computer networks didactic potential deployment [19, p. 56]. This potential is the basis for reengineering and the formation of universities' new organizational models: academic virtual universities, industrial virtual universities, regional electronic campuses, etc.

Results

The express-examination of the education system condition in the Russian Federation allowed concluding the following facts, with a certain degree of convention:

I. An important strategic doctrine of teacher training in the modern situation in society and education is the introduction of the network university concept. This thesis has become especially relevant in connection with the challenges of the 21st century, which clearly marked a number of positions in the education system, necessary for the reorganization during the period of the quarantine restrictions introduction. In the current conditions, the university network activity is an important methodological basis for the successful organization of the educational process, that, for sure, will ensure sustainable development, non-conflict existence and uninterrupted work for the higher school.

An example of a network can be social networks; the Internet, filled with many computers and multichannel electronic devices; virtual private networks; switched Ethernet, e-mail, etc. The network advantages are obvious:

- 1) the digital storage efficiency and speed;
- 2) the ability to collect, to combine and to analyze data related to the real networks;
- 3) the application of the experience, gained in one of the knowledge areas to other areas, etc.

Both people and social actors are the active participants in networks:

- a) legal entities (any other educational organization: school, university);
- b) set of organizations with equal position.

There is such position with the education modern subject that it has practically no advantage over the nodes and mechanisms involved in co-operation, and the relationship between people and computer programs is completely symmetrical. All this allows us to say that a person, tools and objects can be considered as equal nodes of a hybrid network, aimed at solving a common problem [14, p. 42].

A modern network university is an association of two or more universities from different countries for the scientific, educational and socio-economic cooperation development. The network university goal is achieved by conducting a scientific exchange of educational subjects, joint scientific researches, and international practice organization.

The network university works successfully when constant monitoring is carried out, identifying the development priorities of the territory, region, municipality, when the branches of knowledge, necessary for a given region, and promising areas for training future specialists are developing.

We should note that in our country there are "special" territories, among which, in the article format, we are interested in the geostrategic regions - regions of the Russian Federation, which are essential for ensuring the territorial integrity of the country and the security of the state, characterized by the specific living conditions and the economic activities.

By order of the Russian Government, dated February 13, 2019, the "Strategy for the Spatial Development of the Russian Federation" was approved. The order deals with issues of the economy, the farm business, the country population, the organization of the educational space in the prioritized and border (geostrategic) territories of the Russian Federation.

Accounting the peculiarities of the network university concept will allow preserving and improving the social infrastructure; building up the scientific and educational potential of these regions / territories; transforming significantly and modifying the situation in the field of teaching staff training.

Thanks to the network university creation, the classical university functions will expand: from the scientific researches, the modern education digital transformation and the neural networks use in the design of building an individual educational trajectory, the range of pedagogical process

aspects is enlarging. This tactical expansion is already being implemented today in a dyad: the leading university of the Russian Federation + partner university / employer, which gives a significant advantage to the graduate, namely, mastering the chosen profession, several foreign languages, obtaining a double diploma (diploma of a national university and a partner university), the guaranteed employment.

II. The second strategic direction in the teaching staff training is the professional development of a teacher. A tactical technique for achieving the intended goal is variable opportunities in the development of a teacher:

- the social design practices introduction that allow predicting the reasonability of using the certain humanitarian practices in the education process [7,pc. 131];
- the educators' youth project groups creation, realizing the ambitious goals;
- the «employer-sponsored» education. In our opinion, the most effective model of this training, is a model when an educational organization has the opportunity to interest financially future graduates (for example, it pays a scholarship to 3-4 year students), so that they go to work at this school after graduation;
- recruitment - staff selection;
- creating conditions for the teacher to work online. The increased attention to the teaching staff activities is associated with the emerging shortage of the teaching staff.

We consider the teaching staff in two forms:

- 1) as the academic teaching staff of the university, i.e. availability of a sufficient number of the academic teaching staff;
- 2) as the students - the future teachers, trained in specialized and non-major universities.

These two strategic directions

- determine the range of tasks in the subject and methodological training of teachers (vocational education, students' preparation for the society of the economy, "built on knowledge", based on the continuous education principle - "education throughout life");
- expand the teacher's professional functions: from teaching - to organization and socially transformative creativity;
- reveal the professional pedagogical activity psychological characteristics (taking into account typological, individual characteristics, versatility of the intellectual, emotional, social spheres of the teacher's personality).

III. Another important area in the teaching staff training is the network software. Why is a lot of attention paid to the modern network software? The modern transmedia products architecture is a complex formation: the structure, saturated with the various resources, is mobile; the borders are open; the transmedia product development is multi-vectored, controlled; the content is integral and it's constantly being updated. The media application in the network education process is the concordance of a wide range of diverse factors impact: apperception, iconicity, level of phenotype and emotional intelligence formation, personal experience dissimilation, futurozone geometry, etc. The teacher needs to make a lot of effort and time to be in the trend of the modern innovations.

IV. The educational continuum is one of the leading directions in the teacher training. The modern educational continuum is characterized by the processes of the educational organization pattern main structural components mediation - the communication established norms and forms, the types of activities and other various elements of the environment: mission, attributes, structure, characteristics, functions, factors, accentuation, which leads to the emergence of a new cultural and pedagogical phenomenon - the pattern virtual projection. By the pattern virtual projection the modern higher education, we mean

- the pattern informational reflection in the various environments (website, social networks, Wikipedia, blog);

- the media processes symbolic segmentation (iconography, animation, comics, phylacters, internet memes, strips, etc.);

- the subject cultural code formation, getting acquainted with the cyberspace elements; using certain software, languages, filter programs, as well as reflecting the exponential growth of the information amount, received via the Internet [22, p. 26].

V. In our opinion, an important strategic initiative is the applied science model development for "cultivating" the teaching staff. The main qualities of the model, ensuring the teacher training tactical success, are flexibility and individuality; in our opinion, a teacher training model should be simultaneously a model for training a researcher; it is necessary to develop marketing, to attract dealers, to enlarge the management methods palette of:

- the management administrative methods (charter, orders, norms, instructions, rules);
- the economic methods (moral stimulation, material reward, career progression, etc.);
- the management socio-psychological methods (activity of employees, creation of comfortable working conditions);

- the crowdfunding is one of the ways to get the financial support to start one's own business; a new product production (publication of textbook, guidebook, monograph); carrying out the various events educational spectrum (conferences, symposia, trainings); the assistance in planning and implementing the cultural events; the various startups implementation by young teachers and experienced teachers, etc. [11, p. 119].

VI. Another track in the teacher training is the pedagogical internship (as a parallel model of the student immersion in the profession). The pedagogical internship is also an alternative entrance of the non-pedagogical universities students to the profession. In tactical terms, the this direction implementation is carried out in the best schools, with the master teachers; in the centers for the pedagogical skills continuous improvement; when using horizontal education; in the process of the social intellect formation (the social design practice, the pedagogical deontology development, the teacher training hybrid forms, the variable trajectories of entry into teaching, the activation of a "passive" student, etc.). The pedagogical internship acts in the modern education as an additional option and it reminisces the personification of its graduates needs.

VII. The departure from "the narrow profilisation" in the teacher training is a significant shift in the future specialists training strategic plan in the education system. The tactical techniques for promoting this idea are concluded

- in the professional orientation of the subject;
- in the methodological commissions creation for the specialists training for the Russian education system;

- in assisting schools from universities (using the academic teaching staff intellectual potential, as well as areas and laboratories, equipment, electronic resource bases, etc.);

- in the didactic principle formation that ensures the moral and ethical norms teacher mastering (pedagogical duty, pedagogical honor);

- in organizing the various on-line courses;

- in the internship under the experienced teachers guidance;

- in creating the quality control system unified ideology (to eliminate the unnecessary duplication);

- in understanding the teacher education key axis (educational researches, stakeholders, creation of bilingual tools, etc.) [18, p. 165].

VIII. A strategic guideline in the modern pedagogical specialists training is the appeal to the study and the reflection of two teaching systems in Europe:

- 1) the strict selection of applicants at the stage of the admission to a university (typical for small European countries);

2) the admission of a large number of people to a pedagogical university, almost complete absence of selection. When applying for a job at a school, a selection takes place: the certification stage, the admission to teaching (typical for large European countries).

Today in the Russian Federation 33 pedagogical universities and more than 200 non-pedagogical universities are implementing none of these models, while the following issue acutely actualized

- about the variability of entering the profession;
- about the formation of the future teachers axiosphere;
- about the development of the subject cognitive practices;
- about the future teachers training quality.

The reflection of the education growing role in the information society led to the emergence of

- the new pedagogical concepts, determining other projections of the education development;
- the philosophical approaches, ensuring the systemic strategy implementation for saving the nation;
- the ethical regulations of the subject's activities, aimed at increasing the level of the modern person responsibility, at developing the decision-making speed, at mastering the skills of designing one's activities in situations of the values diversity and conflict;
- the requirements for the education subject of the XXI century;
- a new format for the professional educational standards and programs development.

Mastering the educational practices by the subject opens up the new opportunities and prospects for him:

- to meet the demand for the educational diversity;
- to develop the human resources largely;
- to reduce the educational migration by accessing the various educational resources over the network;
- to motivate the subject to the education based on the individual educational trajectories;
- to get the high-quality education by the subject in the place where he lives, which solves a lot of problems, among which the main one in the modern conditions is the logistics;
- to actualize the needs for education in the modern subject consciousness, which will ensure him a high place in the society of demands;
- to develop the personality intellectual manifestations holographic nature, leading to the realization (and leveling) of the thinking stereotypes;
- to consolidate the education subject mission in the XXI century. - self-knowledge and self-realization in the relation to oneself and the world.
- to monitor the subject education results, etc.

Conclusion

Summarizing the abovementioned facts, we should note that the most important factors in the modern education and teacher training are:

- 1) the education role as a systemic strategy for saving the nation:
 - the design and experimental activity as a mechanism for managing a crisis situation while modeling the information polygons;
 - the situational analysis as a method of obtaining the factual information;
 - the network as a toolkit for creating the social reality presenters;
- 2) the socialization of the subject's knowledge (the translation of the non-formalized knowledge into the formalized one, the externalization and internalization of knowledge, the combination of knowledge, etc.);

3) the information volumes exponential growth; existing, but not fully utilized potential of the Internet; the network as a community of users, the education personalization; the information society instrumental potential formation;

4) the education system and society development stochasticity, for which the scientific community needs to develop a modern strategy of the institutional pragmatism;

5) the education modern subject futuristic orientation, requiring the information processes advanced development, the spiritual culture improvement, further informatization and information support of the education process;

6) the change in the education vector: from the culture of observing the people's activities products, the education modern subject is moving to the culture of the direct participation in the objects' creation and change;

7) the subject introduction to the digital culture, to a deeper comprehension of the society polymental nature, to the desire to achieve a synergistic effect;

8) epy factors (tempo, mechanisms, level) of the modern education system development, where a competitive environment is artificially created (a structure with the properties of integrity, coherence; background, having the bifurcation mechanism; the special conditions: socio-cultural, economic, pedagogical ones etc.), whose potential in the era of the digital education and networks development is extremely high, and which sets different standards for mastering the teaching profession;

9) the fluctuation in the modern society, occurring, on the one hand, under the influence of the external compulsory causality (historical, economic, sociocultural reasons), on the other hand, under the influence of the institutional structures and individual actors (self) reflection (scientists, original concepts and techniques authors, professional standards developers);

10) modeling in the applied science format for «cultivating» the teaching staff. In the XXI century, the training specialists model for the national education system is the teacher-researcher model, which requires the marketing development, the management methods palette expansion, the involvement of the dealers who can provide an alternative entrance of non-pedagogical universities students to the profession.

Литература:

1. Алексеева Л.В. Развитие навыков критического мышления студентов в медиа-среде // Медиаобразование. - 2021. - № 17 (2). - С. 189-200. DOI: [10.13187/me.2021.2.189](https://doi.org/10.13187/me.2021.2.189)
2. Баринаева Н.А., Карунас Е.В. Построение индивидуальной образовательной программы как следствие реализации ФГОС // Казанский педагогический журнал. - 2015. - № 3(110). - С. 70-75. URL: <https://elibrary.ru/item.asp?id=23762490>
3. Белова Е.Н. Сетевое образовательное пространство профессионального развития // Открытое и дистанционное образование. - 2017. - № 1 (65). - С. 5-11. URL: <https://elibrary.ru/item.asp?id=28824732>
4. Беловодская И.И. Современные тенденции по оптимизации и улучшению образовательного процесса в современных вузах // Научно-методический электронный журнал «Концепт». - 2017. - Т. 3. - С. 179–183. URL: <https://www.elibrary.ru/item.asp?id=29916324>
5. Беляев Г.Ю., Беляева А.В. Развитие социальных практик взаимодействия организаций и учреждений образования с молодежными объединениями // Грани познания. - 2013. - № 4 (24). - С. 9-18. URL: <https://www.elibrary.ru/item.asp?id=20273753>
6. Березутский Ю.В., Байков Н.М. Государственная молодежная политика и ее роль в социальном развитии // Государственная служба. - 2020. - Т. 22, № 5 (127). - С. 12-18. URL: <https://www.elibrary.ru/item.asp?id=44672218>
7. Быкасова Л.В., Подберезный В.В., Петрушенко С.А. Современная образовательная парадигма в формировании регионального образовательного кластера //

Вестник Череповецкого государственного университета. - 2017. - № 2 (77). - С. 130-135. URL: <https://elibrary.ru/item.asp?id=28963573>

8. Gibson D., Broadley T., Downie J., Wallet P. Evolving Learning Paradigms: Re-Setting Baselines and Collection Methods of Information and Communication Technology in Education Statistics // Educational Technology & Society. - 2018. - № 21 (2). - P. 62–73.

9. Голдин П.Ф. Воспитание как стратегический приоритет в системе духовной безопасности современной России // Культура: управление, экономика, право. - 2018. - № 3. - С. 10-15. URL: <https://www.elibrary.ru/item.asp?id=35421143>

10. Hall T., Connolly C., Ó Grádaigh S. Education in precarious times: a comparative study across six countries to identify design priorities for mobile learning in a pandemic // Information and Learning Science. - 2020. - Vol. 121, №. 5/6. - P. 433–442. DOI: <https://doi.org/10.1108/ILS-04-2020-0089>

11. Егорова Е.В., Лопатухина Т.А. Смена образовательных парадигм в современном российском образовании // Вестник Томского государственного педагогического университета. - 2017. - № 4 (181). - С. 118-122. URL: <https://elibrary.ru/item.asp?id=28872350>

12. Ермаков П.Н., Воробьева Е.В., Саакян О.С. Взаимосвязь между мотивацией достижения и темпераментом студентов-психологов с разными профилями латеральной организации // Психология в России. - 2015. - № 8 (1). - С. 32-42. DOI: [10.11621/pir.2015.0104](https://doi.org/10.11621/pir.2015.0104)

13. Красильникова Т.В. Исследование конкурентной среды высшего образования (на примере рекламного образования) // ЦИТИСЭ. - 2021. - № 3. - С. 357-371. DOI: [http://doi.org/10.15350/2409-7616.2021.3.28](https://doi.org/10.15350/2409-7616.2021.3.28)

14. Kuznetsov N., Vovchenko N., Samoilov A. Reflection modulation in the media // Media Education. - 2018. - № 1. - С. 39-45. URL: <https://elibrary.ru/item.asp?id=32581383>

15. Лубков А.В., Каракозов С.Д. Цифровое образование для цифровой экономики // Информатика и образование. - 2017. - № 8. - С. 3–6. URL: <https://elibrary.ru/item.asp?id=30504059>

16. Мардахаев Л.В. Предметно-гносеологические основы социальной педагогики // Педагогическое образование в России. - 2016. - № 12. - С. 244-249. URL: <https://elibrary.ru/item.asp?id=28121113>

17. Мухаметзянова Ф.Г., Панченко О.Л., Хайрутдинов Р.Р. Развитие субъектного потенциала студентов в магистерском образовании // Казанский педагогический журнал. - 2018. - № 4 (129). - С. 76-80. URL: <https://www.elibrary.ru/item.asp?id=35420949>

18. Полунина Л.И., Баудер Г.А., Татаринцев Е.О. Актуальные вопросы духовного воспитания молодежи // Научный альманах. - 2016. - № 10-2 (24). - С. 164-167. URL: <https://www.elibrary.ru/item.asp?id=27518151>

19. Сажина К.П. Организационная культура образовательной организации как фактор развития личностной эффективности педагогов // Вестник ТОГИРРО. - 2016. - № 2 (34). - С. 55-56. URL: <https://elibrary.ru/item.asp?id=26643125>

20. Сериков В.В. Педагогическое исследование: в поисках путей повышения качества // Образование и наука. - 2015, № 7 (126). - С. 4-23. DOI: <https://doi.org/10.17853/1994-5639-2015-7-4-23>

21. Twissell A. Modelling and Simulating Electronics Knowledge: Conceptual Understanding and Learning through Active Agency // Educational Technology & Society. - 2018. - № 21. - P. 111–123.

22. Вайндорф-Сысоева М.Е., Субочева М.Л. «Цифровое образование» как системообразующая категория: подходы к определению // Вестник МГУ. - 2018. - № 3. - С. 25-36. DOI: [10.18384/2310-7219-2018-3-25-36](https://doi.org/10.18384/2310-7219-2018-3-25-36)

23. Волков А. В., Волкова С. В. Homo educationandus в зеркале философской антропологии // Перспективы науки и образования. - 2020. - № 6 (48). - С. 22-30. DOI: [10.32744/pse.2020.6.2](https://doi.org/10.32744/pse.2020.6.2)

References:

1. Alekseeva L.V. Development of students' critical thinking skills in the media environment // *Media Education*, 2021, no.17 (2), pp. 189-200. DOI: [10.13187/me.2021.2.189](https://doi.org/10.13187/me.2021.2.189)
2. Barinova N.A., Karunas E.V. Individual educational program design as a consequence of FSES realization. *Kazan Pedagogical journal*, 2015, no. 3(110), pp. 70-75. (In Russian) URL: <https://elibrary.ru/item.asp?id=23762490>
3. Belova E.N. Network educational space for professional development. *Open and distance education*, 2017, no.1 (65), pp. 5-11. (In Russian) URL: <https://elibrary.ru/item.asp?id=28824732>
4. Belovodskaya I.I. Modern trends in optimization and improvement of the educational process in modern universities. *Scientific and methodological electronic journal "Concept"*, 2017, vol. 3, pp. 179–183. (In Russian) URL: <https://www.elibrary.ru/item.asp?id=29916324>
5. Belyaev G.Yu., Belyaeva A.V. Development of social practices of interaction of educational organizations and institutions with youth associations. *Facets of Knowledge*, 2013, no.4 (24), pp. 9-18. (In Russian) URL: <https://www.elibrary.ru/item.asp?id=20273753>
6. Berezutskiy Yu.V., Baykov N.M. State youth policy and its role in social development. *State service*, 2020, vol. 22, no. 5 (127), pp. 12-18. (In Russian) URL: <https://www.elibrary.ru/item.asp?id=44672218>
7. Bykasova L.V., Podbereznyj V.V., Petrushenko S.A. Modern educational paradigm in the formation of the regional educational cluster. *Bulletin of the state University of Cherepovets*, 2017, no.2 (77), pp. 130-135. (In Russian) URL: <https://elibrary.ru/item.asp?id=28963573>
8. Gibson D., Broadley T., Downie J., Wallet P. Evolving Learning Paradigms: Re-Setting Baselines and Collection Methods of Information and Communication Technology in Education Statistics. *Educational Technology & Society*, 2018, no.21 (2), pp. 62–73.
9. Goldin P.F. Education as a strategic priority in the system of spiritual security in modern Russia. *Culture: management, economics, law*, 2018, no.3, pp. 10-15. (In Russian) URL: <https://www.elibrary.ru/item.asp?id=35421143>
10. Hall T., Connolly C., Ó Grádaigh S. Education in precarious times: a comparative study across six countries to identify design priorities for mobile learning in a pandemic // *Information and Learning Science*, 2020, vol. 121, no. 5/6, pp. 433–442. DOI: <https://doi.org/10.1108/ILS-04-2020-0089>
11. Egorova E.V., Lopatukhina T.A. Change of educational paradigms in modern Russian education. *Bulletin of the Tomsk State Pedagogical University*, 2017, no.4 (181), pp. 118-122. (In Russian) URL: <https://elibrary.ru/item.asp?id=28872350>
12. Ermakov P.N., Vorobieva E.V., Saakyan O.S. Relationship between achievement motivation and temperament of psychology students with different profiles of lateral organization. *Psychology in Russia*, 2015, no.8 (1), pp. 32-42. (In Russian) DOI: [10.11621/pir.2015.0104](https://doi.org/10.11621/pir.2015.0104)
13. Krasilnikova T.V. Research of the competitive environment of higher education (on the example of advertising education). *CITISE*, 2021, no.3, pp. 357-371. (In Russian) DOI: <http://doi.org/10.15350/2409-7616.2021.3.28>
14. Kuznetsov N., Vovchenko N., Samoilov A. Reflection modulation in the media. *Media Education*, 2018, no. 1, pp. 39-45. URL: <https://elibrary.ru/item.asp?id=32581383>
15. Lubkov A.V., Karakozov S.D. Digital education for the digital economy. *Informatics and education*, 2017, no.8, pp. 3–6. (In Russian) URL: <https://elibrary.ru/item.asp?id=30504059>

16. Mardahaev L.V. Subject-epistemological foundations of social pedagogy. *Pedagogical education in Russia*, 2016, no. 12, pp. 244-249. (In Russian) URL: <https://elibrary.ru/item.asp?id=28121113>
17. Mukhametzyanova F.G., Panchenko O.L., Khairutdinov R.R. Development of the subjective potential of students in master's education. *Kazan pedagogical journal*, 2018, no.4 (129), pp. 76-80. (In Russian) URL: <https://www.elibrary.ru/item.asp?id=35420949>
18. Polunina L.I., Bauder G.A., Tatarintsev E.O. Actual issues of spiritual education of youth. *Scientific Almanac*, 2016, no.10-2 (24), pp. 164-167. (In Russian) URL: <https://www.elibrary.ru/item.asp?id=27518151>
19. Sazhina K.P. Organizational culture of an educational organization as a factor in the development of personal effectiveness of teachers. *Bulletin of TOGIRRO*, 2016, no.2 (34), pp. 55-56. (In Russian) URL: <https://elibrary.ru/item.asp?id=26643125>
20. Serikov V.V. Pedagogical research: in search of ways to improve quality. *Education and Science*, 2015, no.7 (126), pp. 4-23. (In Russian) DOI: <https://doi.org/10.17853/1994-5639-2015-7-4-23>
21. Twissell A. Modelling and Simulating Electronics Knowledge: Conceptual Understanding and Learning through Active Agency. *Educational Technology & Society*, 2018, no. 21, pp. 111–123.
22. Vajndorf-Sysoeva M. E., Subocheva M. L."Digital education" as a system-forming category: approaches to definition. *Bulletin of the Moscow state regional University*, 2018, no.3, pp. 25-36. (In Russian) DOI: [10.18384/2310-7219-2018-3-25-36](https://doi.org/10.18384/2310-7219-2018-3-25-36)
23. Volkov A.V., Volkova S.V. Homo educationandus in the mirror of philosophical anthropology. *Prospects for Science and Education*, 2020, no.6 (48), pp. 22-30. (In Russian)

Submitted: 28 August 2021

Accepted: 29 September 2021

Published: 30 September 2021

