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9th icCSBs 2020 Chairs' Message

Dear Colleagues,

You are invited to participate to IX International Conference “Cognitive- Social and Behavioral Sciences” (icCSBs 2020) was held online, bringing together representatives of various countries to discuss a wide range of issues in the field of social sciences, pedagogy, education, and psychology .

On December 7-9, 2020, the Institute for Education Development Strategy of the Russian Academy of Education, together with the UNESCO Chair in Global Education (Moscow, Russia) and the Future Academy Publishing House (London, UK), held the IX International Conference “Social-Cognitive and Behavioral Sciences” (icCSBs 2020). For the third time the conference is held in Moscow, before that it was hosted by the universities of Portugal, Italy, Romania, Great Britain and other countries.

The 9th Annual International Conference on Cognitive - Social, and Behavioural Sciences (icCSBs 2020), was hosted by Institute for Strategy of Education Development of the Russian Academy of Education in Moscow, Russia. This year's conference theme was "Psychological and Pedagogical Issues of Russian Youth" covering four main topics as:

- Challenges faced by Russian youth in educational context and
- Challenges faced by Russian youth psychological context
- Creating innovative learning and development programs for Russian young generation
- Developing quality educational curriculum and programs for Russian young generation

After reviewing the posters, we encourage you to contact participating authors via email to discuss their research. It is our hope that this exchange of ideas leads to future research collaborations.

We look forward to receiving your abstract submission for icCSBs 2020.



Svetlana V. Ivanova,
Co-Chair, icCSBs 2020
Head of UNESCO, Chair on Global Education, Professor, Director of the Institute; Corresponding Member of the Russian Academy of Education, Doctor of Philosophy, Moscow, Russia



Irina M. Elkina, Co-Chair,
icCSBs 2020
Ph.D. in Education, Deputy Director of the Institute, Moscow, Russia



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European Publisher

icCSBs 2020 Agenda

07th December 2020, Monday

09th icCSBs 2020 Presentation List, UTC +0 GMT

Time	Name	Surname	Title of the Paper
10.30-10.45	Irina	Elkina	<i>Opening Speech</i>
10.45 -11.00	Svetlana Vasilevna	Merzlyakova	Emotional Intelligence as a Factor of Students' Family Self-Determination Development
11.00-11.15	Sergey	Oganesyan	Overcoming The Ideology of Extremism and Terrorism Among Today's Youth
11.15-11.30	Mikhail	Makarov	Texts And Design Educational Books of Antiquity
11.30-11.45	Oleg	Elkin	Improving Quality of Education Management Using BigData Processing Technology
11.45-12.00	Irina	Elkina	Sustainable Development and Education: Facing Uncertainty of The World
12.00-12.15	Elena	Dzyatkovskaya	Textbooks For SD: Social Responsibility of Authors
12.15-12.30	Liliya	Komalova	The Relationship Between Internet Practices and Adolescents' Psychological and Physiological Health
12.30-12.45	Aigerim	Mynbayeva	Creative And Art Techniques in Stress Prevention for Prospective Teachers
12.45-13.00	Raziyat	Rabadanova	Autonomous Educational Activities in The Educational Process Of The University
13.00-13.30		<i>Break</i>	
13.30-13.45	Anatoly	Zakhlebny	What Are the Challenges of Introducing ESD Into Curricula in Russia and Kazakhstan?
13.45-14.00	Oxana	Rydze	Research And Exploratory Activities for The Intellectual Development of Primary School Students
14.00-14.15	Marina	Khudzhina	Modern Approaches to Teaching Computer Programming to IT Students
14.15-14.30	Elena	Zemlyanskaya	Formative Assessment of Educational Achievements Of Students In Primary Education: Teacher Training
14.30-14.45	Marina	Dyuzhakova	Experience In Pedagogical Awareness and Interpretation of Ideas of Social and Humanitarian Systemology
14.45-15.00	Irina	Uskova	Teaching To Work with Linear Texts Is a Way of Doing Homework
15.00-15.15	Nataliya	Yakovleva	Teacher's Preparation for Implementing Winnetka Plan: Washburne's Lessons for Modern Pedagogical Education
15.15-15.30	Svetlana Vasilevna	Merzlyakova	Ideas Of Motherhood Depending on Structure of Students' Valuable Orientations
15.30-15.45	Anna	Glagoleva	Social Media Marketing of Leading Russian Universities (Case Study of RUDN University)
15.45-16.00	Irina	Elkina	<i>Outcome of the Day</i>



08th December 2020, Tuesday

09th icCSBs 2020 Presentation List, UTC +0 GMT

Time	Name	Surname	Title of the Paper
10.30-10.45	Irina	Elkina	<i>Welcome to the Day</i>
10.45-11.00	Irina	Dobrotina	Developing Methodological Thinking of Russian Language Teachers in the Age of Digitalization
11.00-11.15	Jan	Lavrinčik	Research of Hand Reflexology Stimulation in Children with ADHD
11.15-11.30	Irina	Wagner	Development of Education for Prevention of the Aggressive Behavior of Children
11.30-11.45	Irina	Wagner	Development Of Socio-Cultural Experience of Children as Prevention of Aggressive Behaviour
11.45-12.00	Irina	Wagner	Ecological Ethics as Vector for Updating the Content of Environmental Education
12.00-12.15	Irina	Wagner	Educational Activities with Infants and Young Children in a New Professional Standard
12.15-12.30	Ksenia	Vorobyeva	Advanced Approaches to the Development of Psychological and Pedagogical Methods for Working with Children and Adolescents at Risk
12.30-12.45	Xiaoge	Li	Word-Formation of Abbreviations – Based on the Denominations of Russian State Organs
12.45-13.00	Francisco	Mendes	Content Analysis of "My Life and My Work" by Henry Ford
13.00-13.30		Break	
13.30-13.45	Inessa	Usoltseva	Aggressive Behaviour of Adolescents and its Prevention in the Russian School Society
13.45-14.00	Inessa	Usoltseva	Regional Features of Preschool Education for Children Under 36 Months in Russia
14.00-14.15	Natalia Eduardovna	Volkova	The Correlation of Concepts, Intelligence, Creativity and Copings in Russian Youth
14.15-14.30	Inessa	Usoltseva	Technological and Content-Based Resources for Teacher Training in a New Educational Situation
14.30-14.45	Michela	Erriu	The Possible Role of Genetic Features in Children's Internalizing-Externalizing Problems
14.45-15.00	Elena	Zemlyanskaya	Developmental Evaluation of Results of Education: Teacher Training
15.00-15.15	Anton	Kalachev	Accessibility of Education: Theoretical and Methodological Approaches to Research
15.15-15.30	Paulo Duarte	Silveira	The Impact of Non-Commercial Recommendations on Store- Attributes Salience: An Empirical Study on Electronics Retail
15.45-16.05	K. N.	Belogai	Body Image in Teenage Girls
16.00-16.45	Marina R.	Miroshkina	Self-Organization of Children of the Digital Generation in the System of Education
16.45-17.00	Irina	Elkina	<i>Outcome of the Conference</i>



Emotional Intelligence as a Factor of Students' Family Self-Determination Development

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Emotional intelligence as a factor influencing young people's family self-determination has not been sufficiently studied, and the question of the possibility of its development among students in the sphere of family relations also remains open. The purpose of our research is to reveal peculiarities of connection between the level of emotional intelligence development and structural and content characteristics of family self-determination at youthful age. The research was carried out at the basis of Astrakhan State University. The study was attended by 300 students aged from 17 to 19 years old. There were 84 young men and 216 girls among them. With the help of N. Hall's questionnaire «Diagnostics of emotional intelligence» it was established that 65% of respondents have a low level, 31.7% - average level, 3.3% - high level of emotional intelligence development. Emotional intelligence determines the development of value and emotional, regulatory, and behavioral, motivational, and reflexive components of students' family self-determination. Emotional intelligence is an important factor determining the development of family self-determination of student youth. Preparing for family and marriage of modern youth will be effective in organizing psychological and pedagogical support aimed at the development of emotional intelligence in the sphere of family relations.

Keywords: Family self-determination, emotional intelligence, student's youth



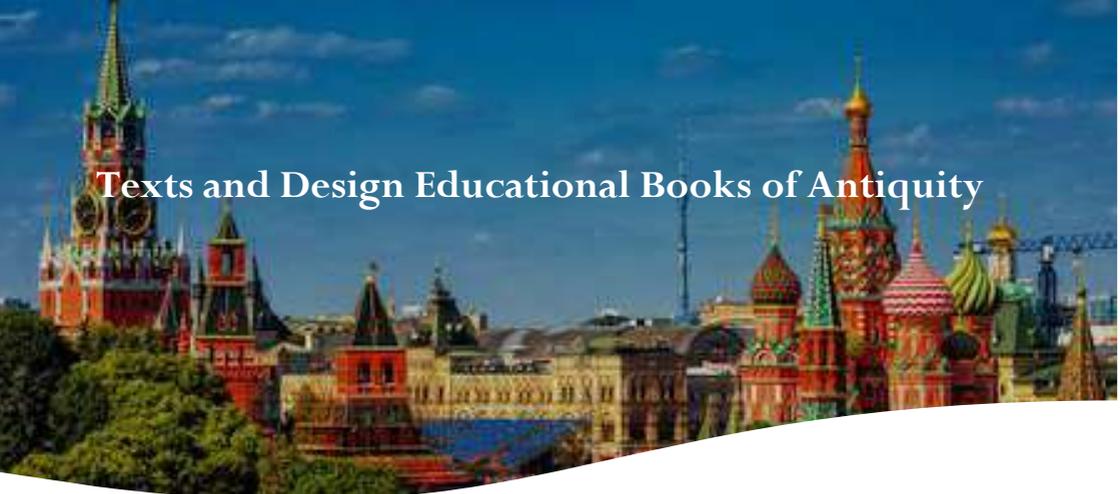
Overcoming the Ideology of Extremism and Terrorism Among Today's Youth?

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The author attempts to substantiate the need to form the legal consciousness of citizens of the entire world community of nations in accordance with the norms of international law and existing legislation in each specific country, as well as the need to develop in teenagers and young people scientific thinking and a scientific approach to solving social problems of being. Currently, the surge in extremism and terrorism among adolescents and young people is associated not only with the most powerful global integration and migration processes, but also with the transition of humanity from one civilizational mentality to another. In particular, it is connected with the transition from religious mental civilizations of paganism and monotheism to the scientific worldview, which is the result of the intellectual activity of people who consider themselves to be superior to religion. The paper shows that as previous norms and rules of behavior become obsolete and irrevocably disappear, and new ones form, the role of all state and public organizations in personality development increases immeasurably, guided by the values of the scientific world and tolerance of diverse opinions, attitudes, behavior and organization of life and leisure. It is no less important that such development strictly follow the laws of each country. The latter applies in particular to migrants whose ideological and legal positions are often anchored in religion.

Keywords: Civilization mentality, extremism, terrorism, adolescents, youth



Texts and Design Educational Books of Antiquity

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Analytical materials are presented in the historical-pedagogical and theoretical-methodological way. The present article is a brief description of the results of the study. The research was carried out to surface the presentation of pedagogical ideas in the texts of material carriers functioned as educational books in ancient civilizations and analyze how external design of the material carriers helped to convey the message of these texts. The work focuses on the fact that diversity of material carriers had the function of the educational book in the ancient world. They were clay tablets, bamboo planks, silk scrolls, bundles of bamboo or wooden tablets, scrolls of lead sheets, parchments, papyrus scrolls, ostrakons. The external design of these material carriers (for example, bounding wooden planks with a strap or a twine into a single unit; decorating silk scrolls with colorful drawings; making clay tablets in the shape of bricks; rolling up lead sheets into scrolls and papyrus scrolls into cylinders) provided better perception of pedagogically orientated texts. It was predetermined by ergonomic factors and was dictated by the convenience of usability of these material carriers in educational practices. The content of the texts written on these material carriers had pedagogical targets. They served as educational books for didactic and educational purposes. For example, texts written on clay tablets were used in teaching the “art” of dispute, in demonstrating dialogues-discussions; the texts of Apollonius of Rhodes “Argonautica” were used to draw on geographical and astronomical concepts. The texts of “The Zhan Guo Ce” contained numerous examples of heroes’ moral righteousness, courage and valor. Therefore, these texts served as an example for leading ethical lifestyle and influencing readers’ behavior. The texts of “The Illiad” and “The Odyssey” were used to demonstrate the images of heroes. These texts showed the standards of behavioral virtues and influenced the behavior of learners.

Keywords: Educational book, text, design



Improving the Quality of Education Management with Big Data Processing Technology

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In modern educational institution management systems, big data technologies are almost never used, although the interest for this kind of information and its processing is highly relevant today. The use of big data technologies in other areas gives a qualitative increase in the efficiency of systems, for example: medicine, economics, banking, city administration systems, etc. The examples of successful applications of big data technologies in student assistance systems at universities show that the use of big data technologies in the field of education will improve the process of managing education in educational institutions. As an example, the authors consider methods of scheduling using automated school scheduling systems. The systems for scheduling are created, however they may not include all information about the organization and management of educational process in a school or university. However, without the use of big data technologies, it is impossible to take into account all the special cases in each particular school, which complicates the learning process and the process of its managing.

Keywords: Big data, education, school timetable



Sustainable Development and Education in the Conditions of the Uncertain World

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A rapidly changing society creates uncertainty about the future of humanity; it affects the state of society and the processes taking place in it, including education development. Now the question about the direction, which the society will develop, and the role of education in this process becomes especially important. Politicians, sociologists, philosophers concern about the respond of humanity to global challenges and risks; the issue of sustainable development of society becomes relevant and topical. Modern pedagogy tries to comprehend these problems, developing ideas about teaching approaches, by searching for the new pedagogical technologies and teaching methods. At the same time, it is no longer possible to ignore the transition to post-industrial society in pedagogical research, however, attempts to comprehend and justify the changes are made using the existing methodology relating to the modern era. Postmodern ideas only begin to be reflected in the concepts of education in the modern world.

Keywords: Sustainable development, education, rhizome, nomadological project



Textbooks for SD: Social Responsibility of Authors

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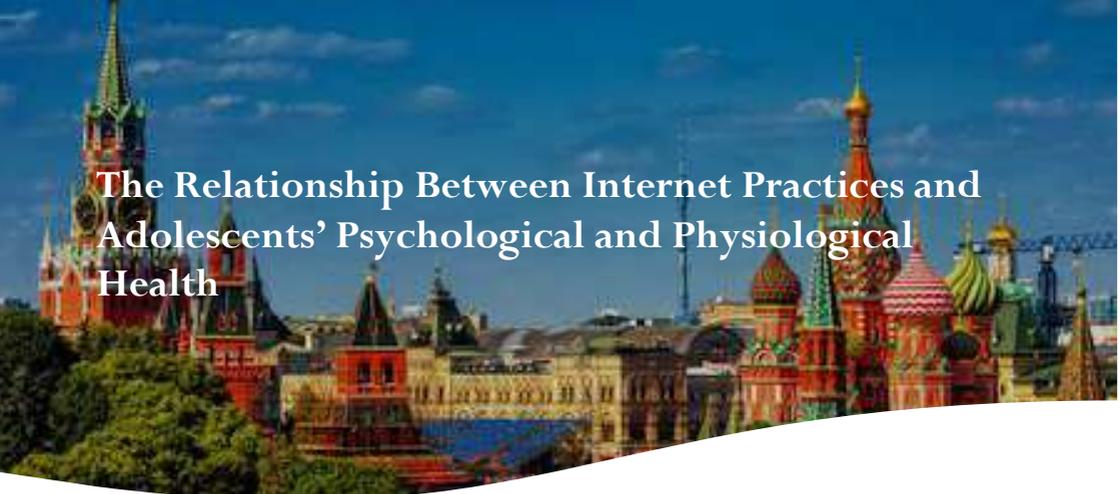
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Achievement Goal 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all - deal with transforming the entire school environment for sustainable development. SDG Target 4.7. - providing the knowledge and skills necessary to achieve sustainable development - is based on transforming the entire school environment through education for sustainable development. Incorporating education for sustainable development into mainstream curricula is one of the most effective and efficient ways to achieve goal 4.7. This requires the creation of new generation textbooks. According to the Global Education Monitoring Report 2016, the content and methodology of school textbooks often falls short of expectations. Still updating the content of textbooks is relevant for all countries. The article raises the problem of social responsibility of the authors of textbooks for embedding the fundamental concepts of sustainable development in educational materials in order to develop knowledge, skills and behavioral results necessary for sustainable development. The article presents an analysis of Russian textbooks from the point of view of terminological, semiotic and cultural approach. The ways of improving school textbooks to achieve sustainable development goals, taking into account the characteristics of culture and the national education system, are proposed. Key questions for authors have been developed to test their textbooks for ideas on sustainable development.

Keywords: School textbook, education for sustainable development, sustainable development goals, social responsibility



The Relationship Between Internet Practices and Adolescents' Psychological and Physiological Health

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The paper explores the notion of Problematic Internet Use (PIU) among adolescents and young adults and presents results of a pilot experimental research of physiological and cognitive changes influenced by poly-code Internet content. The purpose of the review part of the research is to fit into the scope of PIU conceptualization. The goal of the experimental part is to identify differences in perceptions of different stimuli modalities of poly-code Internet content. The design of the experiment prescribes three probes: 1) pure auditory, 2) pure visual and 3) complex auditory-visual perceptions of the stimuli by a study group of 39 subjects (68% are females, Mage = 20.1 years). The results of the experiment support the idea that the perception of poly-code stimuli, both in the element-wise and in the complex modes, provides significant stress on the psycho-physiological and cognitive systems of the recipients. Differences in dynamics of the electroencephalogram spectral indices during perceptions of different stimuli modalities and in power ranges before and after each experimental probe indicate the fact that auditory and visual stimuli are perceived differently and have a different delayed effect on the state of the cerebral cortex. The results of review part of the research indicate methodological and content lacunae, which can be filled with the findings of a complex research, one of the results of which will be an augmented view of PIU taking into account the multimodal nature of the Internet environments and cognitive functions of web users (adolescents and young adults) in the process of multimodal Internet content perception.

Keywords: Cognition, perception, brain activity, Internet, youth



Creative and Art Techniques in Stress Prevention for Prospective Teachers

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Stress prevention issues have been gaining momentum among the world's researchers, as they are associated with the issues of maintaining students' physical and mental well-being, and building resistance to stress in future specialists. What kinds of creative and art techniques may be used to prevent stress? How can stress resistance be built in prospective teachers, since teaching is a potentially stressful occupation? The purpose of the study is to develop a program for stress prevention and building resistance to stress for prospective teachers using creative and art techniques, and to pilot test the program at a university. Originally, an array of approaches to stress prevention and building resistance to stress have been summarized to develop a training program. 96 students majoring in pedagogy at Al-Farabi Kazakh National University and Abai Kazakh National Pedagogical University participated in the practical part of the study. The following instruments were used for measuring: the PSM-25 Psychological Stress Measure by Lemyr-Tessier-Fillion, the Coping Behavior in Stressful Situations (CBSS) technique by Kryukova, the Comprehensive Assessment of Stress Signs by Shcherbatykh. The program was comprised of two blocks: (1) stress prevention and (2) building resistance to stress by creative and art techniques. Each block included 6 training sessions which incorporated creative activities. As a result of pilot testing the program, a positive dynamics of stress- reduction indicators was recorded. Upon delivering the training program, low stress level was recorded in 52% students (initial 36%), average level in 43% (initial 38%) and high level in 5% students (initial 26%).

Keywords: Stress resistance, art techniques, creative teaching methods



Autonomous Educational Activities in the Educational Process of the University

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Autonomous educational activity of students is a process of forming the skills necessary to create their own educational product. The formation of the skills is conditioned by organizational-pedagogical, psychological- pedagogical and didactic conditions, such as educational and methodological equipment, training of teachers, subject to subject relations between teachers and students. Pedagogical conditions are aimed at solving problems that arise in the implementation of an integral pedagogical process. The purpose of the study is to determine the pedagogical conditions, the implementation of which in the educational process will contribute to the effective formation of students' readiness for autonomous educational activity, manifested in the skills of goal-setting, goal-fulfilment, self-reflection and self-government. We answer the questions of how to determine and evaluate autonomous educational activity of students, what pedagogical conditions determine its formation, how to effectively organize the corresponding educational processes. The proposed methodology has shown its effectiveness in forming students' readiness for autonomous educational activities.

Keywords: Autonomous educational activity, educational process



What are the Challenges of Introducing ESD Into Curricula in Russia and Kazakhstan?

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The article raises the problem of readiness of pedagogical staff of the Russian Federation and Kazakhstan for realization of task 4.7 of Sustainable Development Goals in general education. The results of research on teachers' awareness and their attitude to education on sustainable development and for sustainable development are analyzed in two countries. Teachers' opinions on education for sustainable development and ways of its implementation are described and systematized. Similar problems are identified, their causes are discussed and directions for improvement are proposed. It is concluded that the process of greening of both the content of general and professional pedagogical education is a common direction to ESD for both countries. The areas of mutual interests and cooperation between scientists and teachers of both countries in this direction were identified. The Russian Federation does not have a state program on training of teachers in the sphere of education for sustainable development and education of global citizenship, but the Concept of general environmental education for sustainable development has been developed. The project "Green University" on preparation of teachers for implementation of task 4.7 of Sustainable Development Goals was launched in Kazakhstan. Common for the projects of the two countries are the ideas of school/high school curricula and general institutional approach. Cooperation between scientists of the two countries in developing a common model of Green School/Higher Education, based on mutual reinforcement of key ideas of pilot projects on greening the content of general education in Russian schools and greening the content of teacher training in Kazakh universities on the basis of a general institutional approach, seems promising.

Keywords: Education for sustainable development, sustainable development goals, international cooperation, greening of education, whole institutional approach



Research and Exploratory Activities for the Intellectual Development of Primary School Students

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The article describes results of the study of the construction of the educational process within the framework of the research and exploratory activities of younger schoolchildren, discusses modern approaches and the importance of such activities for training and development of students. The article provides for the rationale of didactic support of the process of the research and exploratory activities in primary school, covering methods of organization of group and pair work in the lesson, the system of tasks, which contribute to the development of logical thinking, discourse and reasoning, methods of control and self-control, evaluation and self-evaluation. It includes analysis of difficulties students faced while working on training tasks in mathematics and science classes and discusses ways to eliminate those difficulties. The article concludes that the research and exploratory actions of the junior student result in the readiness and ability first to apply knowledge to a new situation in the lesson under the guidance of the teacher, and then do it independently out of hours. The student begins to use knowledge and skills of different educational courses to describe a variety of problems. It helps the student to see the essence of the problem, to find ways of solving it, as mastered during the educational process.

Keywords: Junior student, research and explorative activity

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This paper studies current issues in the development of IT specialists training in the context of the global digitalization of economy. Since Russian universities apply new updated Federal State Educational Standards of Higher Education (FSES HE) that have a framework nature and are based on the occupational standards (OS), it becomes reasonable to implement international standards into Russian training of IT professionals with due regard to the particular nature of a given university. The paper also studies modern IT job market and forecasts demand for various professional competencies of IT graduates among their employers. It is indicated that the selection of a certain occupational standard determines the high quality of a degree program and success in building graduates' career paths. The paper demonstrates current approaches to teaching computer programming in educational institutions offering degree programs in IT. It analyzes the employers' requirements for IT graduates majoring in computer programming and topics of continuing professional education and retraining programs. Moreover, the paper examines PhD papers on teaching computer programming to IT students in the context of a methodical teaching system approach. The analysis shows that modern methodological research pays insufficient attention to the modernization of computer programming teaching in educational institutions of professional education. The study proves that the most relevant for a regional university approach to teaching computer programming to future IT specialists should be based on the advanced training in modern programming technologies, specifically web development.

Keywords: Information technology, computer programming, web development, educational standard, occupational standard, international standards



Formative Assessment of Educational Achievements of Students in Primary Education: Teacher Training

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Assessment should help the student in the development of his educational independence, the ability to learn. Formative assessment is fully consistent with modern educational values and objectives. It has been proven that formative assessment improves the quality of education. However, many teachers do not use methods that help students learn. What is it about formative assessment that is daunting or difficult for teachers? What are the strategies for building the related competence of teachers? The purpose of the study is to propose a strategy for preparing student teachers for their use of formative assessment procedures in the classroom. Research hypothesis: this strategy is to introduce formative assessment into the process of professional education of student teachers. The study is aimed at identifying the connection between formative assessment and research-reflective independence of students, as well as the development of techniques for formative assessment. Methods used: constructive-genetic, modeling, analysis of the experience of university teachers in the use of formative assessment, an experiment in Moscow pedagogical universities. Diagnostic techniques: questioning, analysis of technological maps of lessons. Indicators and scales of competence levels have been developed, including knowledge, performance, and creativity. Experimental teaching has shown a positive dynamic in the formative assessment competence of future teachers. The teacher applies formative assessment in the classroom if he is convinced of its effectiveness. The strategy for preparing student teachers for the use of formative assessment in the classroom is to involve them in the procedures of formative assessment in the process of professional education.

Keywords: Teacher training, formative assessment, assessment competence



Experience in Pedagogical Awareness and Interpretation of Ideas of Social and Humanitarian Systemology

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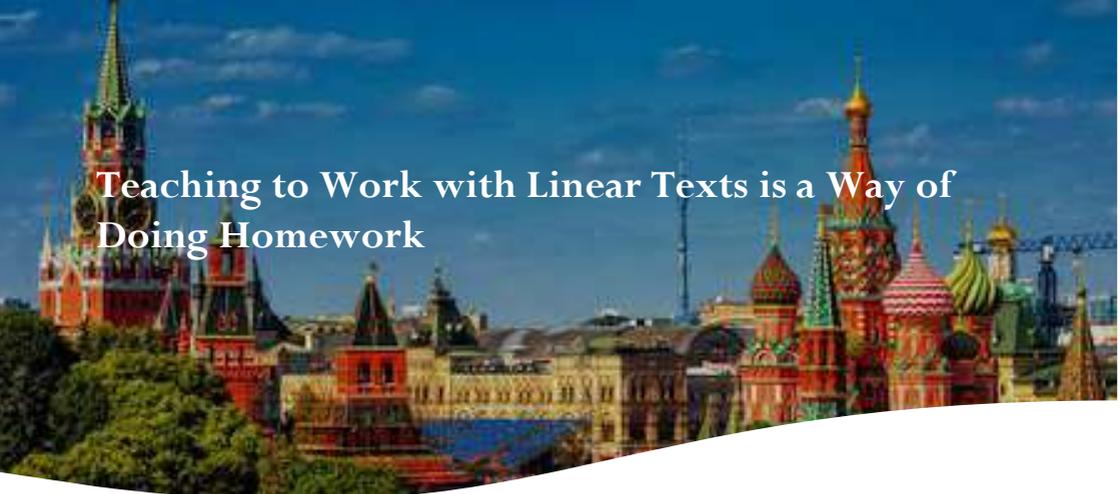
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The article presents the experience of determining the directions of development of a specific pedagogical theory as a result of engagement and interpretation of the theories of a higher level. Purpose: determination of possible directions of development of the educational systems theory based on pedagogical comprehension and interpretation of the social and humanitarian systemology ideas. Methodology of the research contains systemic, system-activity, sociocultural, communicative, personal and interpretative approaches. Employed methods: analysis, synthesis, interpretation, specification, analogy. The findings adduce a set of basic ideas of the theory, preservation of which allows maintaining its originality as well as two promising development directions of this theory. The first direction is related to the special development of the integrity problem of educational systems through the intensification of integration processes. The quantitative and qualitative increase of the integrative properties and qualities must be considered an indicator of the transition of educational system to integrity. Wherein, integrity can be regarded in statics, in the process of functioning and development. Consequently, integration processes are also counted. The second direction involves a special study of system-forming factors of educational systems. The four-level system-forming factors are: result (first level), processes (second level), states (third level), activity and communication (fourth level).

Keywords: Systemology, system, system-forming factor, integrative processes, integrity, theory of educational systems



Teaching to Work with Linear Texts is a Way of Doing Homework

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The article describes the results of the study of an essential problem in modern education, involving students' doing homework assignments based on linear texts. Modern research in the field of linguistics, psycholinguistics, and cognitive psychology concludes that schoolchildren find it increasingly hard to read and understand linear text, preferring smaller forms of nonlinear texts. However, educational and scientific texts that students face every day in school classes or when reading literary works, are linear texts. In this regard, it becomes necessary to purposefully teach schoolchildren skills of working with linear texts, primarily to promote their productive independent activity. The article explains the concepts of a text and a linear text, suggesting the definitions to which the authors adhere. It states the relevance of teaching schoolchildren to work with linear text when organizing homework in the Russian language and literature classes, and suggests the most effective ways and techniques of working with linear texts. These techniques make it possible for schoolchildren to prepare for lessons independently, understanding texts fully and correctly. The article is based on experimental research and is addressed to special subject teachers, school administrators, methodologists, researchers in the field of education, as well as textbook and curriculum developers.

Keywords: Homework; linear text; textbook; classical literature, educational text



Teacher's Preparation for Implementing the Winnetka Plan: Washburne's Lessons for Modern Pedagogical Education

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The outstanding American educationist Carleton Wolsey Washburne (1889–1968), seeking to overcome the shortcomings of traditional education, following the logic of advanced reformist education of his time and pursuing the goals of the pedo-centric revolution in education that gained momentum at the turn of the 19th and 20th centuries was confronted with the problem of creating conditions that would enable every schoolchild to master the material envisaged by the curriculum. To accomplish that task he set up a unique model of individualized education called the Winnetka Plan. The school curriculum comprised two autonomous parts: knowledge and skills known as “common essentials”, and incentivizing creative group activities. Organizing school activities involves a wide spectrum of tasks which call for serious reflection and timely and adequate solution. Washburne assigned to the teacher the leading role in the study of the problem field of school education and the search for answers to the eternal questions “what to teach?” and “how to teach?” In developing his original model of instruction, Washburne was profoundly convinced “the new school” needed a teacher who understands and accepts all the specificities and features of the Winnetka Plan. With the child at the center of the educational space, the teacher needed a totally new baggage: new competences, effective methodologies, a degree of research and experimental skills, initiative and flexibility. The article presents the talented educationist’s experience in preparing the teacher for work at child-centered schools.

Keywords: Carleton Washburne, the Winnetka Plan, rational reconstruction method, historical reconstruction method, pedagogical education, the use of pedagogical experience



Ideas of Motherhood Depending on Structure of Students' Valuable Orientations

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The relevance of the research is determined by the need to create a system of measures for educating a value- positive attitude towards motherhood, the development of parental attitudes and motivation for parenthood, the acceptance of a maternal role at the stage of entering adulthood and the lack of knowledge of individual psychological factors in the formation of ideas about motherhood as a component of the phenomenon of parenthood among student's youth. The authors theoretically justified and empirically confirmed the position that the structure of valuable orientations determines the features of ideas about motherhood among young men and women. It is established that the structure of valuable orientations, age and gender determine the content and hierarchical structure of the characteristics of the cognitive image of motherhood ("Ideal mother", "I am a future mother", "My mother") among modern students. Basically, the image "Ideal mother" is limited to a set of individual personal qualities characterized by fragmentation in some cases inconsistency and cognitive distortions. If at adolescence young men and women who have the same structure of valuable orientations, ideas about motherhood are mostly the same then differences begin to appear in early adulthood which can later cause marital conflicts in the parental and educational sphere. The obtained results actualize the importance and necessity of psychological and pedagogical support of the process of family self- determination and premarital education of students in the educational environment of the university.

Keywords: Motherhood, valuable orientations, adolescence, early adulthood



Social Media Marketing of Leading Russian Universities (Case Study of RUDN University)

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The extremely competitive market of education requires the leading world universities the implementation of open communication policy. It is important that Russian universities have communication practices in social media. Social media are the main channel for information sourcing by the student. We attempted to answer the questions: how effectively uses the opportunities for interacting with a youth audience. The aim of the study was to assess the dynamics of communication indicators of RUDN University in social media over the past 5 years, as well as to study effective communication practices implemented by the university at these web-platforms. The group of researchers from RUDN University regularly took measurements of brand communication performance indicators of leading universities of Russian and global educational ratings. We used open data from university communities in social media, calculated the index of engagement of audiences in communication with the brand and carried out a comparative analysis to identify and study the best practices. The results of the study made it possible to record the generally positive dynamics of the main indicators of the effectiveness of RUDN University's communications in social media. We assessed the dynamics of RUDN University's communications in social media over the past 5 years. The authors looked up the most successful communication practices implemented on the university's social media and made the guidelines for optimization of the organization's corporate and marketing communications in the segment for improvement of interaction with educational product consumers.

Keywords: Brand, communication, social media, university, advertising and public relations



“Cognitive Wars”: Features of the Geopolitical Conflict in the 21st Century

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The article is based on the analysis of the current state and development trends of cognitive warfare and their influence on ensuring national security and defence, taking into account the peculiarities of the high-tech development of mankind. The author analyzes current scientific reports related to the problem of information warfare and cognitive wars. The aspects that influence the growing number of threats and risks of informational, cyber and cognitive destructive impacts on high-tech systems through cyberspace in modern conditions and their transformation are studied. The main conclusion of the article is that in conditions of global instability, the main aspect of the global confrontation between strategic rivals will be the struggle for human consciousness and the formatting of the world, through the impact on the field of perception. The author makes the assumption, that proceeding from the impossibility of a global kinetic collision, the main type of rivalry between the superpowers will be the struggle for the information space.

Keywords: Information technology, information war, cognitive war, cognitive confrontation, hybrid war, cognitive sphere



Developing Methodological Thinking of Russian Language Teachers in the Age of Digitalization

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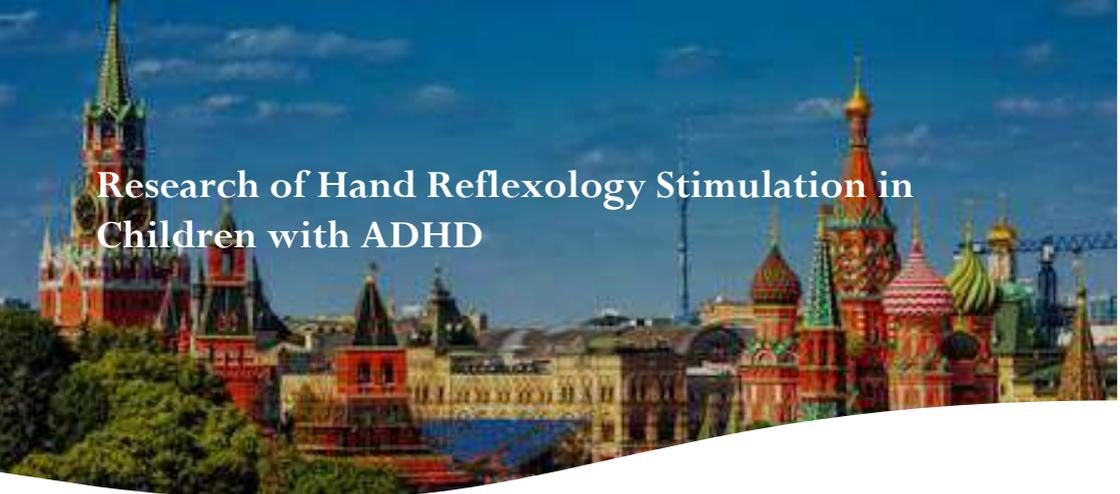
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The article presents the authors’ view of the existing common ground between digitalization and language education, the possibilities of forming methodological thinking of the teacher of Russian native language. There are problems caused by the illusion of digital competence of all members of the teaching/learning process. They are also connected with the contradiction between the increasing technologization of education and the lack of consideration of learners’ system of values and motivation. The main research questions are as follows: the process of mastering the discipline “Methods of teaching the Russian language” within the framework of a cybernetic model of learning; acquiring the experience of professional activity; the didactic system of training the aspiring teachers of Russian language during their professional adaptation; systematic adjustment of the professional activities of Russian language teachers. The purpose of the study is determined by the need to develop a model of teaching students of the philological faculty, which would be adaptive to digital learning, and the techniques of interpersonal and pedagogical interaction. Among the research methods, the method of interdisciplinary analysis of knowledge systems takes the leading role; observational (the analysis of teaching and learning materials and resources for middle and higher schools) and predictive methods. An intermediate research result is a demonstration that the integration of teachers’ fundamental psychological and pedagogical knowledge and practical skills in the digital learning environment is a principal defining factor in the process of developing methodological thinking of the teacher of Russian language.

Keywords: Digitalization of education; professional activity of Russian language teacher



Research of Hand Reflexology Stimulation in Children with ADHD

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Some children aged 6-9 years with ADHD have, among other things, motoric disorders, which may make it difficult for them to solve common practical tasks associated with the learning process. Is there a statistically significant difference between the results of the entry and exit tests and the control and the experimental group in practical tasks (children with ADHD)? The study should demonstrate the importance of knowledge related to human hand morphology and especially activation of fine motoric skills through a set of practical hand pressure exercises in selected individuals with ADHD. In the experimental group of children pressure exercises related to the knowledge of hand morphology were tested and in the control group were not. When comparing the groups using paired t-tests and the student's t-test, we intend to demonstrate that simple pressure stimulation can help to improve fine motoric skills in some individuals with ADHD. The pilot research carried out showed improvement in some individuals after 90 days of targeted pressure exercises in solving a set of practical tasks. The improvement depended on the extent, form of ADHD, type of task, task time, and other factors and became the basis for further and more extensive study. The study suggests that a higher rate of targeted practical exercises or other appropriate activities may lead to improved fine and gross motoric skills in selected individuals with ADHD.

Keywords: Reflexology, hand, stimulation, children, ADHD, experimental research



Development Of Education for Prevention of the Aggressive Behavior of Children

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The article discusses the results of implementing the project "Development of a modern concept for the comprehensive prevention of aggressive behaviour in the educational environment and its scientific and methodological support, including practical assessment and preparation for implementation," which was carried out at the Federal State Budgetary Scientific Institution "Institute for the Study of Childhood, Family and Education Russian Academy of Education" within the framework of the government assignment of the Ministry of Education of Russia. The relevance of the project is due to the increasing number of cases of manifestations of extreme aggressive behaviour among children of different ages, which requires the creation of a special holistic concept of comprehensive prevention of manifestations of aggressive behaviour in an educational environment that matches modern social challenges. The development of upbringing in order to prevent aggressive behaviour of children is considered in detail. It acts as the main vector for the development of a socio-pedagogical module of a comprehensive system for preventing aggressive behaviour in the educational environment at the level of interaction of all subjects of educational relations.

Keywords: Education, prevention, aggressive behavior of children



Development of Socio-Cultural Experience of Children as Prevention of Aggressive Behaviour

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One of the characteristic features of modern civilization and Russian society is the intensive transformation of the phenomenon of childhood, which occurs under the influence of high dynamics of socio-cultural development, the processes of globalization, integration and informatization which are increasingly referred to in many works of modern researchers. This process represents a serious challenge to pedagogical science, which for centuries has considered education as the transfer of socio-cultural experience from generation to generation. Childhood not only passively adopts the socio-cultural experience of older generations but also actively develops its new socio-cultural experience. One component of this experience is a high level of aggressive and destructive behaviour. Therefore, the dynamics of development and quality of this experience today require independent attention of researchers in many aspects, in particular in the prevention of aggressive behaviour.

Keywords: Socio-cultural experience, education, aggressive behaviour, prevention



Ecological Ethics as Vector for Updating the Content of Environmental Education

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As the main vector for updating the content of environmental education, the article substantiates its humanitarian, which will realize the powerful potential of humanitarian knowledge in the development of ecological culture of children. The importance of strengthening the axiological component in connection with the need to reorient from a utilitarian approach to nature, from nature management to a value attitude to nature in all aspects, including moral and aesthetic, is substantiated; including the new meaning and motives of habitual norms. It is important to take care of nature not only as a human life resource, but as a self- valuable phenomenon that has its own right for life. It is important to develop the value-semantic foundations of a responsible attitude to nature, which should be motivated not only by calculating and rational knowledge about a person's dependence on the ecological state of the environment, but, most importantly, by a sense of love for nature, and a value attitude to the life of all living beings and the planet in general, feelings of compassion, mercy, empathy, harmony with nature. The humanitarian component of environmental education, which should be the leading one in childhood, taking into account its psychological characteristics, is called to in the article as environmental ethics - an educational module that integrates cultural and axiological, moral, spiritual and emotional-sensual components along with natural science ideas about the world around us in the process of development of the environmental culture of the personality.

Keywords: Environmental ethics, preschool education, content updating



Educational Activities with Infants and Young Children in a New Professional Standard

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The article contains approaches to the design of pedagogical activity in the field of preschool education of infant and young children according to the new professional standard "Pedagogue of preschool education". The project of the professional standard (hereinafter PS) was developed by The Federal State Budget Scientific Institution «Institute of Study for Childhood, Family and Education of the Russian Academy of Education». The relevance and social significance of PS are disclosed in the article. The description of the professional activity and the goals of the professional activity of a preschool teacher is given. The interrelation of work functions and labour actions is characterized, it is shown that the specificity of positions included in the PS is reflected in the generalized work functions. The content of pedagogical activity in the field of preschool education of infants and young children is revealed through labour actions and is necessary for their implementation with the knowledge and skills of pedagogues.

Keywords: Professional standard, infants and young children



Advanced Approaches to the Development of Psychological and Pedagogical Methods for Working with Children and Adolescents at Risk

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The authors of the article consider the phenomenon of deviant behavior through the prism of the specific characteristics of adolescence, as one of the most difficult stages of a child's development, in the process of which the main determinants of personality's behavioral deviations are manifested. The article presents the results of a pilot study of various deviant forms of behavior of adolescents from complete and incomplete families, and analyzes the presence of intolerant attitudes of the personality depending on the degree of "problematicness" of adolescents. The modern educational environment is often a zone of risk for such manifestations, especially if adolescents are brought up in single-parent families, where socio-cultural influences on them are minimized. The authors of the article dwell in detail on topical problems of the educational environment associated with the insufficient level of competence of school specialists in understanding the causes of adolescent aggression and skills in the development of complex psychocorrectional and preventive work with adolescents on a school basis. The article analyzes the main reasons for the occurrence of deviant behavior in modern adolescents and considers the main directions of correctional and preventive work in accordance with the characteristics of the educational environment. The authors formulate psychological and pedagogical recommendations for teaching staff in order to create a favorable psychological and pedagogical atmosphere in an educational institution, harmonious formation of the personality of adolescents, their psychological well-being and safety.

Keywords: Children and adolescents at risk, adaptation, prevention, correction, innovations



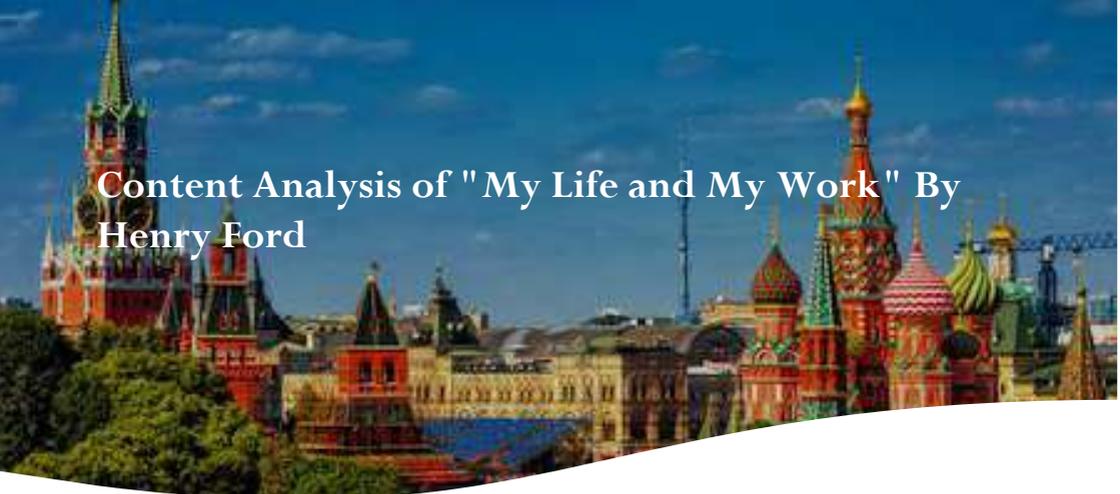
Word-Formation of Abbreviations – Based on the Denominations of Russian State Organs

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This article takes abbreviated names of state organizations of the Russian Federation of Internet news on the website of the Russian news agency «Sputnik» (<http://sputniknews.cn/>) as the main objects of study. As examples we have taken 42 popular names of state organs from the site. We analyse their word formation methods as abbreviations and their correct translations in Chinese. In the end, we found out that there are six ways of word-formation of abbreviated denominations of state organs in the Russian language. The elements of word formation can be the initial letters or sounds, the initial part of a word, the indirect case of a noun, an entire word and added letter. This article can help Chinese students learn the ways to form Russian abbreviations. Chinese and Russian students can also use this article as a reference guide for translating the names of Russian state organs from Russian to Chinese.

Keywords: Abbreviations, word-formation, translation, Chinese, Russian



Content Analysis of "My Life and My Work" By Henry Ford

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There are several emerging theoretical positions on leadership, with many definitions emerging that emphasize different characteristics of the leader. Therefore, the leader and his/her success depend on the perspective of analysis. The literature admits a wide set of variables of the leader (personal characteristics, attitudes, and needs), its employees, organization in which it is developed and the context in which it occurs. Here, we intent to retrospectively analyse a leader, that lived between 1863 and 1945, who was recognized as a successful entrepreneur and engineer in a major automobile brand. The purpose of this essay is to characterize Henry Ford's leadership through the content analysis of his autobiography. My life and Work. After identifying the fundamental characteristics underlying the types of transactional and transformational leadership and using a dichotomous criterion of their presence or absence, we proceed to read the book. The results indicate that Henry Ford was a man with a high ethical sense, to some extent a visionary, concerned about the maximum possible profitability extracted from the least man's effort. His style of leadership seems to fulfil an appreciable set of transformational leadership characteristics, although some traits of transactional leadership are also evident. We conclude that Ford is surely a charismatic leader, a sine qua non but not sufficient condition to be considered a complete transformational leader.

Keywords: Henry Ford, new leadership movement, charisma



Aggressive Behaviour of Adolescents and its Prevention in the Russian School Society

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Recently, aggressive behaviour in school society has become an increasingly significant problem. And countries, society, and the pedagogical community are aimed to make a great effort of it's solving. The article provides an analysis of the most famous cases of school violence in Russia over the past decade (from open sources), describes the results of an empirical study of the characteristics of psychological conditions for the emergence of aggressive behaviour and bullying in a typical training school for teachers (130 persons). We identified different types and forms of aggression in students of this training school. According to high rates of verbal aggression which were identified, we may suggest that negatively tinged relationships among students would take the form of bullying of rejected students. Moreover, to understand how Russian school society is dealing with these challenges, the educational prevention programs (157 reports on school activities from school websites) are analyzed from the point of view of the identified features of the aggressive behaviour of modern adolescents. Content analysis showed that 157 sites mention 303 types of informational and theoretical materials posted in different sections of the school websites. Most of all, it is alarming that 61.1% of all analysed sites do not mention a single practical event dedicated to the prevention of aggressive and/or deviant behaviour of schoolchildren. 28.7% of them mention one event. And only 10.2% websites indicated 2 or more practical measures to prevent aggression in the school environment.

Keywords: Aggressive behaviour, adolescents, school society, prevention



Regional Features of Preschool Education for Children Under 36 Months in Russia

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The article compares the outcomes of the implementation of Federal State Educational Standard of Preschool Education in organisations that deliver educational programs for preschool education for children under the age of 3 years, depending on what region of the Russian Federation these organisations are located in. The classification of Russian regions is based on the division of regions according to indicators of socio-economic development (namely donors and recipients), which exists in modern scientific economic literature. We compared various characteristics of preschool educational institutions in these types of regions with each other, and within the same type of regions, in order to assess the quality and availability of this type of education for families with children from 2 months to 3 years old. Only weak positive correlations were revealed between the number of subsidies in 72 recipient regions and indicators of the availability and quality of preschool education. They do not reach the level of statistical significance. On the one hand, this testifies to almost the equal availability and quality of childcare services throughout the Russian Federation in terms of the studied indicators. On the other hand, a favourable socio-economic background in the region does not lead to more advanced quality of educational services in the region for infants and young children compared to its poorer neighbours. Obviously, this paradox requires further research. The conclusion is made about the need to adapt the organization of preschool education for regions with different levels of socio-economic development.

Keywords: Preschool education, regions, monitoring, young children



The Correlation of Concepts, Intelligence, Creativity and Copings in Russian Youth

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The relation of conceptual structures, intelligence, creativity and coping has not yet been the subject of a psychological research. Our study aimed to reveal interrelations between the features of the organization of the concept with intelligence, creativity and coping. A complex design was used in our research including assessment of (a) IQ (RPM); (b) creativity (TTCT); (c) coping strategies; (c) the semantic differential technique (SD) (stimulus word "potential"). Participants of the experiment were 408 students aged 18-24 years (mean 19, 32 ± 1 , 48) among them 79,2% of girls. We processed the data by mathematical and statistical approach: primary data that were collected from eligible respondents were subjected to be analyzed using linear regression. The findings revealed that the concept "potential" has considerable number of reliable interrelations both with indicators of the general abilities (IQ, creativity) and with coping strategies. It was shown that the maximum saturation of the concept with sensory-emotional features can lead to a decrease in the productivity of intellectual activity. It should be noted that the role of the considered indicators of concepts in efficiency of intellectual activity is slightly lower, than in creative activity. It was found that between the variable measures of differentiated participation of sensory-emotional features of the concept and indicators of coping strategies there is quite close, but at the same time, multidirectional relationship. Thus, we may conclude that conceptual structures may act as the intermediary in relation to intelligence, creativity and coping strategies. The finding of our research may be useful for solving the problem of human mental resources increasing through the development of conceptual thinking.

Keywords: Conceptual structures (concepts), intelligence, verbal and nonverbal creativity, coping strategies



Technological and Content-Based Resources for Teacher Training in a New Educational Situation

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Modern teacher education is rethinking its goals and objectives in order to help teachers in a new educational situation to better reveal their potential in the process of professional development. The search for new technological and content resources that will help this happen is an urgent task for teachers' educators. The article discusses two possible resources for the development of teachers' reflection as a basis for their professional development. This is interprofessional interactions and participation in large-scale network cultural projects. Teachers choosing the options about these interprofessional interactions such as "happen regularly" and "caused by a difficult situation with a student" were more likely to point out the impact of such interactions on their ability to look at what they were doing in class critically (43.6%) compared to teachers who noted a lack of such contacts with colleagues (12.2%). The participation of a teacher in cultural and educational projects of various scales as an organiser contributes to the development of higher levels of reflexive consciousness, such as synthesising and transcending forms of reflection. However, for less experienced teachers we found the comparative form of reflection as the most specific. The positing reflection is related to all teachers as experts of cultural projects which were shown in a content analysis of teachers' expertise papers.

Keywords: Teacher, teacher training, pedagogical technologies, resources, new educational situation, teacher's reflection



The Possible Role of Genetic Features in Children's Internalizing-Externalizing Problems

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Gene-environmental interaction has been implied to be an even more significant relevance in shaping children's development. The scientific relevance of the issue of epigenetic modifications in children is underlined by the fact that recent researchers have tried to better identify the relationships between genes and parental elements in children's emotional behavioral profiles. In particular, in the relationship between parental psychopathological factor and offspring's adaptive or maladaptive functioning, the dopaminergic system appear to be crucial for the affective and behavioral regulation in school-age children. Investigating this interaction may provide knowledge about the complex mechanism of mutual influence between members of families with developing age children. On the basis of bio-psycho-social model, this study aims to empirically investigate the possible moderator role of children's genes on the relationships between parental psychopathological risk and offspring's emotional behavioral profiles in families with school-age children. Participants were 79 families (children and their parents). Parental and children's psychological profiles were assessed using Symptom Checklist-90-R and CBCL 6-18. Children's biological samples was measured using the buccal swabs. Dopamine active transporter DAT1 gene was found to moderate the relationship between parent' psychological functioning, particularly externalizing problems, and children's emotional-behavioral profiles. Also, a relevant effects of paternal psychological profiles on offsprings' psychological functioning emerged. Overall, the results are consistent with previous research, suggesting the association between environmental risk factors and children's psychological conducts. This study provided information about epigenetic issue that may be useful to implement early assessment and treatment programs for children and their parents.

Keywords: Epigenetic, emotional-behavioral functioning, parental risk



Developmental Evaluation of Results of Education: Teacher Training

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Assessment should help the student in the development of his educational independence, the ability to learn. Formative assessment is fully consistent with modern educational values and objectives. It has been proven that formative assessment improves the quality of education. However, many teachers do not use methods that help students learn. What is it about formative assessment that is daunting or difficult for teachers? What are the strategies for building the related competence of teachers? The purpose of the study is to propose a strategy for preparing student teachers for their use of formative assessment procedures in the classroom. Research hypothesis: this strategy is to introduce formative assessment into the process of professional education of student teachers. The study is aimed at identifying the connection between formative assessment and research-reflective independence of students, as well as the development of techniques for formative assessment. Methods used: constructive-genetic, modeling, analysis of the experience of university teachers in the use of formative assessment, an experiment in Moscow pedagogical universities. Diagnostic techniques: questioning, analysis of technological maps of lessons. Indicators and scales of competence levels have been developed, including knowledge, performance, and creativity. Experimental teaching has shown a positive dynamic in the formative assessment competence of future teachers. The teacher applies formative assessment in the classroom if he is convinced of its effectiveness. The strategy for preparing student teachers for the use of formative assessment in the classroom is to involve them in the procedures of formative assessment in the process of professional education.

Keywords: Teacher training, developmental evaluation



Accessibility of Education: Theoretical and Methodological Approaches to Research

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In this article, the concept of «accessibility of education» is associated with the democratic principle of equality are members of society to obtaining education, that is, its accessibility regardless of social status, gender, nationality, religious affiliation. Article 26 of the Universal Declaration of Human Rights states: Everyone has the right to education. Education should be free, at least for primary and general education. It is emphasized that recently the concept of accessibility has been increasingly supplemented by the concept of quality education. One of the main goals of democratizing education in modern conditions is to make quality education available for the majority of the population, for everyone who would like to receive it. Attention is drawn to the fact that the realization of the right to education is conditioned not only by the educational policy of the state, the material capabilities of certain social groups, but also by value factors, the attitude of various social strata of the population to obtaining systematic knowledge. It is concluded that the possibility of obtaining a quality education to a greater extent than previously depends on social, cultural and subjective factors. Considerable attention is paid to the painful issue of the manifestations of social inequality in the educational sphere. The enormous level of social stratification in Russia by European standards leads to the creation of two educational systems - for the rich and for poor.

Keywords: General education, accessibility of education, quality of education, equality of educational opportunities, right to education, types of accessibility of education



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