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

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Контактная информация:

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E-mail: info@nbpublish.com

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Contact:

Managing Editor - Zubkova Svetlana Vadimovna

E-mail: info@nbpublish.com

тел.+7 (966) 020-34-36

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

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Gelman Viktor Yakovlevich - Doctor of Technical Sciences, I.I. Mechnikov Northwestern State Medical University of the Ministry of Health of Russia, Professor, 196066, Russia, Saint Petersburg, Aviatzionnaya str., 9, sq. 31, gelm@sg2104.spb.edu

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

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

Nevolina Victoria Vasilyevna - Doctor of Pedagogical Sciences, Orenburg State Medical University, Professor, Orenburg State University, Professor, 460040, Russia, Orenburg, Mira, 8A, sq. 10, nevolina-v@yandex.ru

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

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

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

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

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Рекомендуемый объем от 12000 знаков.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

А в библиографии они должны отображаться так:

[1]

[2]

[3]

[4]....

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

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

Прикрепить 10 ключевых слов.

Прикрепить саму статью.

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- Кавычки даются уголками (« ») и только кавычки в кавычках — лапками (" ").
- Тире между датами дается короткое (Ctrl и минус) и без отбивок.
- Тире во всех остальных случаях дается длинное (Ctrl, Alt и минус).
- Даты в скобках даются без г.: (1932–1933).
- Даты в тексте даются так: 1920 г., 1920-е гг., 1540–1550-е гг.
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Аннотация в периодическом издании является источником информации о содержании статьи и изложенных в ней результатах исследований.

Аннотация выполняет следующие функции: дает возможность установить основное

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

Аннотация к статье должна быть:

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

Аннотация включает следующие аспекты содержания статьи:

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

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

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

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

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

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

Гонорары за статьи в научных журналах не начисляются.

Цитирование или воспроизведение текста, созданного ChatGPT, в вашей статье

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

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

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

Пример:

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

Ссылка в списке литературы

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

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

Пример:

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

Ссылка в списке литературы

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

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

Ссылки и цитаты в тексте для ChatGPT форматируются следующим образом:

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

Цитата в скобках: (OpenAI, 2023)

Описательная цитата: OpenAI (2023)

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

источник):

Автор: Автор модели OpenAI.

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

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

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

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

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

Другие вопросы о цитировании ChatGPT

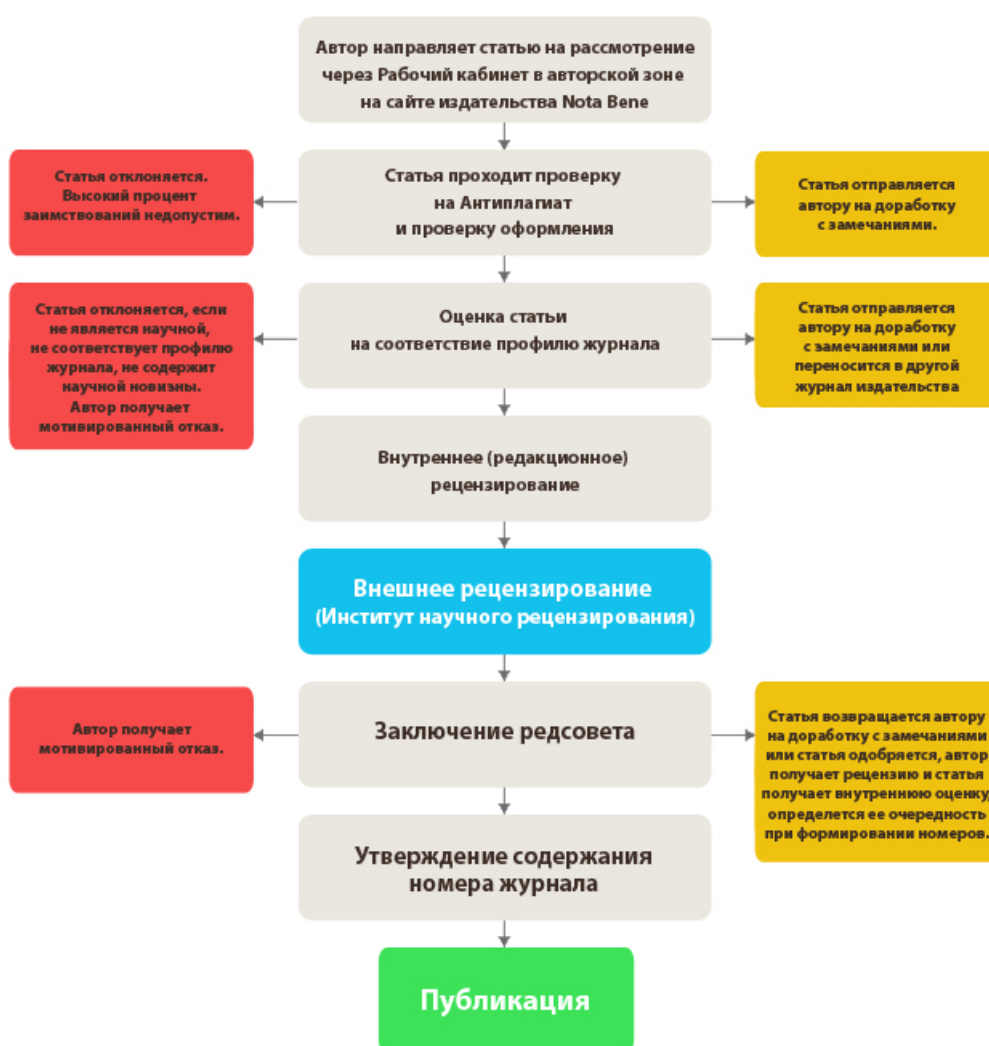
Вы могли заметить, с какой уверенностью ChatGPT описал идеи латерализации мозга и то, как работает мозг, не ссылаясь ни на какие источники. Я попросил список источников, подтверждающих эти утверждения, и ChatGPT предоставил пять ссылок, четыре из которых мне удалось найти в Интернете. Пятая, похоже,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

Материалы журналов включены:

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Compliance with the Secrecy Regime During Online Training in Russia's Ministry of Internal Affairs' Educational Organizations / Соблюдение режима секретности при онлайн обучении в образовательных организациях системы МВД России

Минзянова Диляра Фарильевна

старший преподаватель, кафедра оперативно-разыскной деятельности, Казанский юридический институт МВД России

429140, Россия, республика Татарстан, г. Казань, ул. Магистральная, 35

✉ Dilyara_444@bk.ru



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Аннотация: Стратегические приоритеты развития современного российского общества и обеспечения законности и правопорядка требуют выстраивания эффективного непрерывного образовательного процесса в вузах системы МВД России. В настоящем исследовании рассматривается вопрос соблюдения режима секретности в процессе дистанционного (в формате онлайн) обучения учащихся в вузах системы МВД России. Актуальность исследования обусловлена масштабами распространения коронавирусной инфекции и развитием информационно-коммуникационных технологий. В вузах системы МВД России имеются специальные дисциплины, которые в процессе обучения в

дистанционном формате требуют соблюдения режима секретности. К данным дисциплинам относятся оперативно-розыскная деятельность, оперативно-розыскная психология, делопроизводство и режим секретности и другие. Объектом исследования выступает образовательный процесс, организуемый в онлайн режиме, в вузах системы МВД России. Предметом исследования являются способы передачи и обмена информации в образовательных организациях МВД России в рамках дистанционного онлайн обучения. В ходе проведенного исследования достигнута цель по обоснованию необходимых и достаточных мер для оптимальной реализации образовательных программ высшего образования, профессиональной подготовки и повышения квалификации сотрудников ОВД в условиях расширения информационного пространства, коммуникативных возможностей и ограничений, порождаемых пандемией COVID 19. Автором проведен сравнительный анализ соотношения понятий «дистанционное обучение (образование)» и «онлайн обучение (образование)». Сделан вывод о необходимости расширения возможностей ИСОД МВД России и разработке в рамках данного информационного пространства единого ведомственного цифрового образовательного портала вузов системы МВД России. Автором предлагается совершенствование информационного потенциала системы МВД России для возможности преподавания специальных дисциплин в процессе получения образования в режиме онлайн.

Ключевые слова:

преподавание, образовательные организации, дистанционное обучение, онлайн обучение, видео лекции, электронная информационная среда, образовательная среда, режим секретности, специальные дисциплины, ИСОД МВД России

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

Introduction

In modern society, educational organizations (institutions) constantly use information technologies to help and support them. At a particularly unstable time during the pandemic, we are forced to optimize the methods of organizing continuous training, observing measures for the non-proliferation of COVID-19 infection, and increasing the intellectual potential of the internal affairs bodies.

Information technologies play an important role in maintaining a high level of the educational process. Teachers with an age qualification over 60 are often involved in academic activities. During a pandemic, this category is more at risk. Restrictions also apply to students during quarantine when identifying cadets and trainees infected with COVID-19 in training units. At the onset of a peak and extreme epidemic situation, educational institutions or their individual units are forced to switch to a remote form of education using online learning.

Departmental universities of Russia's Ministry of Internal Affairs are also introducing information and telecommunication technologies in relation to students undergoing advanced training in various subjects of the Russian Federation on the job. This reduces both economic and social costs. Police officers combine their official activities with training, do not leave their places of permanent residence, and do not part with family and loved ones. Also, resources are not spent on travel payments.

The system of continuous education for employees of internal affairs bodies assumes familiarization with information containing state and official secrets. It requires appropriate access to it and skills in its processing and storage [\[1, p. 73\]](#). Within the framework of the traditional training system, work with documents requiring special access is carried out in the special libraries of the Ministry of Internal Affairs' universities, where preparation for training sessions in special disciplines is carried out, and notes and notebooks with student records are stored. In the online learning format, compliance with the secrecy regime when working with documents requiring special access is almost impossible and is not regulated. On the other hand, the employee's personal data (especially operational units), including their external data, voice, etc., also requires protection.

Thus, the organization of distance learning, particularly within the online framework, requires compliance with the secrecy regime, and its implementation in modern conditions of the development of information and telecommunication technologies creates many difficulties, both in the organizational and legal fields.

Research results

The presented research is based on the process approach's provisions in analyzing the educational process in the online learning format. The personality-developing (practice-oriented) paradigm forms the basis of educational impact in departmental universities of Russia's Ministry of Internal Affairs. As the academic institutions in question fulfill the social order of society and carry out continuous education of police officers, the author relied on the methodology of the functionalist approach when developing this topic.

The transfer of educational information in Russia's Ministry of Internal Affairs system requires compliance with the requirements prescribed to prevent leakage and loss of official information (compliance with the secrecy regime). The Ministry of Internal Affairs of Russia has developed and uses special information and telecommunication technologies to organize the protection and secure transmission of information.

Ensuring the secrecy regime in Russia's Ministry of Internal Affairs' educational institutions is characterized by the presence of several features due to the very specifics of their activities [\[2, p. 271\]](#). Distance learning as a form of organization of the educational process has a fairly long history. The main distinguishing feature of the training format under consideration is the territorial separation of the learners. Initially, due to the need to reduce the cost of education and improve the level of employee qualification, it was supposed to transmit information by mail (printed materials were transmitted), the implementation of educational programs based on radio and television broadcasting. The widespread development of information and telecommunication technologies and the availability of cellular communications created the basis for a new information revolution. They brought distance learning to a new level through online communications. Asynchronous distance learning has given way to online synchronous educational processes. Thus, online learning is today the most accessible and developed form of distance education [\[3\]](#).

In 2020–2021, educational institutions most often used the capabilities of the following main software products for online learning: Video Most, True Conf Server, and Zoom.

In the process of using these programs, teachers and students aim to conduct training sessions through webinars and video conferences. Software products used by educational organizations have been created both in Russia and abroad. So, the Zoom service was developed by an American communication technology company headquartered in San Jose,

California. The software product in question allows you to combine a video conference, an online meeting, a chat, and mobile collaboration within a video call session [\[4\]](#). The Zoom service is not included in the Ministry of Communications Register of Russian software, unlike the VideoMost and True Conf applications. Russia's Universities of the Ministry of Internal Affairs cannot use software created by a non-resident company in the educational process.

VideoMost is a software product by the Russian company Spirit for multipoint video conferencing for corporate clients on personal computers, tablets, and smartphones. It includes a mobile messenger, document collaboration tools, a whiteboard, the ability to conduct voting, and more [\[5\]](#).

The True Conf Server videoconferencing server was created by the eponymous Russian company True Conf by order of Russia's Ministry of Internal Affairs. This service works on Windows and Linux operating systems. True Conf Server software is based on the principles of scalable video encoding, which is its competitive advantage. This significantly reduces infrastructure costs and allows the application to adapt easily to each device.

The above software products do not guarantee stable and secure transmission of information and personal data of video conference participants. The analyzed software products cannot provide equally high-quality transmission of educational information throughout Russia, which is unrelated to the stability and speed of the Internet traffic itself. Therefore, when conducting training sessions through Video Most, True Conf Server, and Zoom, problems arise for the effective and efficient implementation of online learning.

The preservation and protection of information is an area of research developing extremely rapidly. The progress of information technology development increasingly causes the need for information protection. Problems related to information security are becoming more urgent and complex every year [\[6, p. 37\]](#). Information technologies have also been widely introduced in the activities of internal affairs bodies. A huge amount of information rotates inside the Ministry of Internal Affairs of Russia's system (open, confidential, official, personal data, state secret). These flows of information are of great interest. They are the object of close attention and interest for criminal groups, extremist and terrorist organizations, as well as the mass media, which seek to use them for their own purposes.

Information resources, such as service information and information containing personal data, are transmitted only through secure communication channels. The procedure for transmitting information is carried out strictly in accordance with the algorithm (procedure) approved by departmental regulatory legal acts.

Currently, Russia's Ministry of Internal Affairs uses the information field of the "Unified System of Information and Analytical Support for the activities of the Ministry of Internal Affairs of Russia" (hereinafter the ISOD of the Ministry of Internal Affairs of Russia). Specialists of Russia's FSB and FSTEC were involved in developing and implementing this information protection system [\[7, p. 51\]](#).

Departmental universities of Russia's Ministry of Internal Affairs are recommended to conduct online distance learning using services included in the Register of Russian software of the Ministry of Communications of the Russian Federation, i.e., this is Video Most, True Conf Server or ISOD of the Ministry of Internal Affairs of Russia.

Such information, as confidential information and state secrets, is not transmitted through

open and unsecured communication channels. This procedure is caused by the need to comply with the secrecy regime.

Considering the possibilities of conducting online training in educational organizations of the Ministry of Internal Affairs of Russia, it should be noted that information constituting a state secret is handled only with the use of special technical means, such as categorized computers and special removable disks. It is forbidden to transmit this information through any other communication channels. The procedure determines the use of special services to transfer it on purpose on paper or using removable media.

Thus, the secrecy regime can be defined as a set of requirements, rules, organizational, technical, and other measures aimed at preserving information constituting a state secret [\[8, p. 20\]](#).

It is also not possible to observe the secrecy regime when conducting online training in educational organizations of Russia's Ministry of Internal Affairs within the framework of Russia's Video Conferencing Service of the Ministry of Internal Affairs (SVKS-m) (hereinafter SVKS-m ISOD of Russia's Ministry of Internal Affairs). SVKS-m ISOD of Russia's Ministry of Internal Affairs is one of the services of the ISOD system that provides employee communication using video communication. The service was developed to optimize and accelerate the process of transmitting and processing information in Russia's Ministry of Internal Affairs divisions, including when making and implementing management decisions.

At the present stage, this service allows for operational communication between employees and departments of Russia's Ministry of Internal Affairs, simplifies procedures, and reduces travel and transportation costs during regional and federal meetings, conferences, and seminars, as well as during training using the system of distance educational technologies (hereinafter SDOT), which significantly increases labor productivity due to accelerated exchange information in real-time. Unfortunately, SDOT is used in the educational process only for current Department of Internal Affairs employees, mainly as part of retraining or advanced training. Within the framework of the implementation of educational programs of vocational training and higher education, the possibilities of the SDOT of Russia's Ministry of Internal Affairs are not applied.

The capabilities of the SVKS-m ISOD of Russia's Ministry of Internal Affairs are partially realized during the organization and holding of scientific and representative events (scientific and practical conferences, round tables, etc.) by universities of Russia's Ministry of Internal Affairs system [\[9\]](#).

It should be recalled that criminal, administrative, civil, or disciplinary liability is provided for non-compliance with the requirements of the secrecy regime, committed intentionally or not, resulting in the leakage or loss of confidential information or state secrets.

So, in particular, criminal liability can occur only for those to whom the state secret has become known within the framework of official activity or, in other cases, provided for by law. In this case, a citizen who has never been officially admitted to state secrets cannot be brought to criminal responsibility.

Article 283.1 of the Criminal Code of the Russian Federation provides for liability for illegally obtaining information constituting a state secret, for example, by kidnapping, deception, blackmail, coercion, threat of violence, or any other illegal method. They will also be severely punished if they use a technique designed to secretly obtain information or if information that constitutes a state secret has fallen outside the Russian Federation [\[10\]](#).

Conclusion

Thus, the educational process in universities and institutions of Russia's Ministry of Internal Affairs during the teaching of special disciplines containing information constituting a state or official secret cannot be conducted remotely. The lack of information and telecommunication systems that protect information from its leakage and loss creates great difficulties in studying special disciplines online at all forms of training and advanced training in Russia's Ministry of Internal Affairs' universities.

Consequently, the protection of educational information constituting a state or other legally protected secret, as well as ensuring the availability of this data in terms of distance and online learning for the entire circle of people studying at Russia's Ministry of Internal Affairs universities, require the creation of an educational portal based on the ISOD of Russia's Ministry of Internal Affairs with the following features:

- a special electronic library containing normative legal acts of Russia's Ministry of Internal Affairs, educational and special literature requiring special access;
- personal accounts of students, where the necessary educational, methodological, and other materials are stored, as well as the work they perform within the framework of mastering competencies in special disciplines;
- personal offices of teachers for working with educational, scientific literature, and regulatory legal acts requiring special access, as well as for organizing feedback with students;
- video conferencing service includes the following tools for implementing online meetings (for performing teacher assignments in a working group), chatting, etc.
- training versions of software products (for example, various accounting registers and databases used in official activities by police officers);
- various business games, simulators, and software products that allow you to form the professional skills of police officers, etc.

Thus, compliance with the secrecy regime for Russia's Ministry of Internal Affairs will always be the primary measure of information protection. Violation of it may entail negative consequences for Russia's Ministry of Internal Affairs system and society as a whole.

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Pedagogical Conditions to Correct the Consequences of Child Abuse / Педагогические условия коррекции последствий жестокого обращения с детьми

Шик Сергей Владимирович

кандидат педагогических наук

доцент, кафедра социальной педагогики и социальной работы, Красноярский государственный педагогический университет им. В.П. Астафьева

660077, Россия, Красноярский край, г. Красноярск, ул. Взлетная, 20, ауд. 311

✉ shik.krsk@mail.ru



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Аннотация: Предметом исследования являются педагогические условия коррекции нарушений общения у детей, подвергшихся жестокому обращению в семье. В основу исследования легло предположение о том, что тревога и враждебность являются доминирующим в сознании таких детей. Своевременная работа с эмоциональной сферой ребенка, исправление сферы общения могут корректировать негативные влияния. Автор подробно рассматривает реализацию педагогических условий: проведение специальных занятий с детьми с целью преодоления тревожности в процессе общения; вовлечение детей в досуговую деятельность, направленную на снижение враждебности по отношению к взрослым; участие детей в выездных мероприятиях, направленных на развитие позитивных эмоций. Новизна исследования заключается в том, что

экспериментально проверены педагогические условия коррекции нарушений общения. Автор приходит к следующим выводам: 1. Проведение специальных занятий с детьми с целью преодоления тревожности в процессе общения помогает выразить свои чувства, активизировать общение ребенка с взрослым, сформировать различные средства общения, развить диалогическую речь. 2. Вовлечение детей в досуговую деятельность, направленную на снижение враждебности по отношению к взрослым; позволяет проявиться взрослому как помощнику и защитнику, с которым можно без боязни общаться, совместно достигая намеченных целей. 3. Участие детей в выездных мероприятиях, направленных на развитие позитивных эмоций, позволяет увеличить социальный контекст общения ребенка, расширить круг взрослых, с которыми бы взаимодействовал бы воспитанник.

Ключевые слова:

жестокое обращение, педагогическая коррекция, педагогические условия, нарушение общения, тревожность, враждебность, социальное учреждение, специальные занятия, досуговая деятельность, выездные мероприятия

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Introduction

Children are the most vulnerable social group.

Modern childhood is full of risks and dangers for children and our society's future. Cases of child abuse are becoming more frequent, and there are more and more children who have had traumatic experiences with their families.

Socio-economic instability, a decrease in living standards, bad habits, stress, and unemployment lead to an increase in family problems and often to parents' inability to educate the younger generation. This inability can manifest itself in the form of domestic violence.

Abuse of children in the family is an acute social problem that leads to serious consequences, causes significant harm to their physical, mental, and moral health, and causes serious developmental abnormalities, including communication disorders. The consequences of violence require urgent comprehensive work, including pedagogical correction.

In this regard, the problem of child abuse is increasingly becoming the subject of research by foreign and domestic scientists.

In the West, this topic has been the object of close attention since the 1960s, when battered child syndrome was first described: the detection of unexplained natural causes of injury [5]. Today, the state and causes of child abuse are being studied, and therapy programs are being developed. An important point of many studies includes the analysis of cases [17,18]. J. Webb and J. Lindon note that abuse leads to children doubting themselves and the reliability of adults, causing distrust in them. They point to the importance of an adult's ability to listen and hear a child as a condition for successfully correcting consequences [18; 228-229].

Domestic researchers—teachers, psychologists, sociologists—also show interest in this topic.

O.A. Besedina explores the abuse of children as learned in childhood, special primitive educational practices that have not found reflection in the public consciousness [4].

E.N. Volkova and co-authors consider child abuse a complex problem in the context of broad social attitudes and attitudes of an individual in relation to violence and countering violence. They pay special attention to the study of the spread and identification of this phenomenon [10,11].

In several practically oriented works, the features of providing psychological, pedagogical, and legal assistance to children are spoken about (L.S. Alekseeva [1], V.V. Deryabina [6], T.M. Zhuravleva, T.Ya. Safonova, E.I. Tsymbal [7], G.A. Ilyina [8], D.V. Legenchuk [9] and others), including in specialized social institutions (S. S. Balgai [2], T.M. Barsukova [3], A.A. Nesterova [12], L.N. Timeryanova [14], A.F. Fazlyeva [15] and others). It should be noted that correctional work in social institutions is described primarily as a pedagogical impact on a child without considering the emotional sphere and the peculiarities of communication of such children. Thus, A.A. Nesterova reveals the rehabilitation stage as a system of unilateral pedagogical requirements for a child: clarification, information, suggestion, a system of punishments and rewards, etc. [12; 160].

Correcting the most difficult cases of abuse and rehabilitating children with emerging disorders is carried out in institutions that promote the social protection of children. The system of state institutions for children includes family and children's centers, social rehabilitation centers, and social shelters that provide various social and pedagogical assistance. Children who run away from their families due to abuse often end up here.

At the same time, despite the research conducted and practice being implemented, the ways of restoring the child as a full-fledged subject of communication and working with the feelings of children who have been abused through family have not been sufficiently developed.

In this regard, developing pedagogical conditions for correcting communication disorders in such children is relevant.

Communication is one of the most important factors in children's social development, the most important factor in their personality formation, and one of the main types of human activity aimed at cognition and self-assessment through the medium of other people.

Empathy arises in communication. Sympathies and antipathies are formed. Communicating with another person, we learn the peculiarities of their character and behavior, advantages and disadvantages. Through communication, we make friends, get the necessary information, and engage in joint activities.

Children who grow up in an unhappy family environment with rudeness and violence, as a rule, experience difficulty in communication, which is associated with the underdevelopment of forms and means of communication [16]. Such children are more likely to be rejected by their peers; they have worse communication skills, and their social isolation increases over time. In other words, the lack of interested attention (empathy) to the child from relatives and abuse ruins their self-esteem, forms a distrust toward adults, causes a sense of danger, causes inadequate emotional reactions, and leads to communication disorders.

L.M. Shipitsyna, describing the communication disorder in orphaned children, identifies two symptom complexes (a set of interrelated manifestations): anxiety and hostility toward adults [\[16\]](#). In our opinion, these manifestations also apply to children subjected to harsh treatment in the family.

The first symptom complex reflects the child's anxiety and uncertainty and is manifested by the inability to interact constructively with an adult. Anxiety can manifest itself in different ways depending on the child's individual characteristics. Most often, the child's anxiety and uncertainty are expressed either in isolation or avoidance of an adult or in excessive talkativeness, empty chatter, or "sticking" to an adult.

The second symptom complex indicates various forms of rejection the child has experienced through adults: impatience, anger, aggressiveness, suspicion, and actions "out of spite." From this symptom complex, violence against their own children will grow in the future.

The consequences of abuse—anxiety and hostility—are dominant in the child's mind, disrupt the normal flow of communication, aggravate the child's experiences, and leave a negative scenario for future life. This behavior characterizes many children in specialized social institutions. Therefore, timely work with the emotional sphere of the child and correction of the sphere of communication should be the main content of pedagogical correction.

We assume that correction of communication disorders would be possible if the following pedagogical conditions were created:

- conducting special classes with children to overcome anxiety in the process of communication;
- involvement of children in leisure activities aimed at reducing hostility toward adults;
- participation of children in field events aimed at developing positive emotions.

Experimental work was conducted based on the Regional Center for Family and Children in Krasnoyarsk. The practical part of the work was carried out jointly with T.V. Rebezova.

The experimental work involved 27 children of primary school age from 7 to 9 years old who had experienced abuse in the family.

A typical example. Sasha M., 8 years old. Police officers found him at the train station and brought him to the Center. The boy has a mother, stepfather, and three brothers. The stepfather systematically beat the children. They did not find protection from the mother. After another brutal beating from his stepfather, Sasha ran away from home. The boy got to the Center 20 days after his escape. He moved by train from place to place. He does not show affection for his family.

He is afraid of his stepfather and treats his mother indifferently. He graduated from the first grade. He doesn't want to go to school. His expressed fears were noted from the age of 5.

While at the Center, he experienced high anxiety, isolation, unwillingness to cooperate with adults, and hostility. He starts the day hard, wakes up at night, and sometimes screams. To assess the depth of communication disorders, T.Y. Safonova's modified technique, "Test for detecting the level of sociability," was used, revealing anxiety and hostility toward adults and children [\[13\]](#).

The analysis of the results showed that these children are characterized by serious

communication disorders: 81.5% were diagnosed with a high level of violations, 18.5% of children had an average level, and children with a low level were absent. Therefore, we found it possible to test a set of hypothetically selected pedagogical conditions that were implemented simultaneously. The work was carried out for six months, two to three times a week. Let's consider each pedagogical condition in more detail:

1. Conducting special classes with children to overcome anxiety in the process of communication.

Since anxiety is associated with passivity, unconstructive communication, the inability to seek help from an adult, speaking about their emotional state, etc., our main task was to show that an adult can listen, support, and empathize with the child.

We have developed special remedial classes aimed at helping children and adults express emotions and activate communication, forming various means of communication, and developing dialogic speech. The classes included various topics: communication in a person's life, understanding the speaker/listener's emotions, determining self-esteem, what positive communication is, overcoming barriers in communication, the ability to listen to each other, conflict, its roots and consequences, and others.

Various classes were used: conversation, didactic and role-playing games, elements of visual activity, and motor exercises that helped children reveal the patterns of communication and share their impressions.

In the first classes, almost all the children were very anxious and worried. There was anxiety toward the adult. Some children sought to isolate themselves from others, shut themselves in, showed autistic traits, reluctantly came into contact, and spoke monosyllabically and sullenly; communication with them was extremely difficult. On the contrary, other children tried to attract attention by being mobile. At the same time, they could, for no apparent reason, express a sharp protest reaction in response to a benevolent demand of an adult.

During the lessons, it turned out that almost all children perceived information poorly, often did not understand the meaning of tasks, did not know how to listen to each other, and demanded individual attention. Most of the children were afraid to express their opinions, spoke quietly, with long pauses, could not clearly formulate a thought or express an emotional state with words or gestures, and experienced anxiety when answering questions. Therefore, we used the techniques of active listening and empathy, and we supported and helped children to speak out. In addition, we encouraged the children's success and their desire to participate in our meetings and analyze mistakes. If the children wanted to share their personal experiences with us, we offered to meet them alone after class and listen to them.

At the beginning of classes, the children were quite passive; in this regard, they were offered only the simplest tasks that created motivation and an atmosphere of ease. By 5–6 classes, the children could already perform more complex exercises, perform outdoor games with pleasure, enter into discussions, and remember the games held at previous meetings. Gradually, the children began to talk more; they became interested in classes and expressed their opinions, but they still could not express their thoughts in detail and hardly listened to others. To solve this problem, it was useful to use various drawing tasks, which made it easier to include children in activities and contributed to expressing emotions. The children commented on each of their drawings and then listened to the opinions of their peers and adults.

As a result of the group lessons, the children's self-esteem increased, and many established contact with each other and established friendly relations. The children could listen attentively to the speaker, express their emotions and feelings, and begin to express their opinions independently using complex expressions. When performing game exercises, children learned to interact with each other and adults, without fear of being rejected, to maintain a conversation on a certain topic. Children's anxiety levels have decreased. Autistic children began to behave in a more relaxed manner, and children with protest behavior were calmer and more conformal.

2. Involving children in leisure activities aimed at reducing hostility toward adults.

Hostility signals not just aggressiveness and children's bad manners but a kind of call for help and understanding. So our main task was to demonstrate that the children can cooperate with an adult during joint activities, that they are not dangerous, can be of assistance and defenders, and that they can communicate productively with him, achieving common goals.

The reduction of hostility in the communication process was carried out jointly with the music director and the labor instructor, respectively, in the classes of the "Music Studio" and the labor training circle "The Warmth of our Hands."

Classes in the "Music Studio" were timed to various events of the Center: "New Year's Tale," "Defender of the Fatherland Day," "Maslenitsa," "I and my friends are at the Samovar," "Spring Fairy Tale," "You are my native land," "I met you, war," "Our friendly family" and others. By learning songs, children acquire singing skills and verbal and non-verbal means of communication. They discovered a new adult—someone they could turn to with various requests and who could give them good advice. Children also found that an adult can be an organizer of communication, a source of their creative activity.

In the circle "The Warmth of Our Hands," pupils created collective works "Our Friendly Family," "Children of the Peoples of the North," "Flowers of Our Region," and others, accompanied by constructive communication between children and adults. Productive joint activities with adults, achieving a common result in the form of, for example, decorations for a holiday, paintings made of natural material and salted dough, and products using beads, created an atmosphere of mutual acceptance and agreement. The possibility of following general instructions, discussing work progress, and making their own suggestions and additions leveled hostility toward adults. It should be noted that from class to class, the children behaved more and more friendly toward adults, confidently addressing them and with a greater degree of trust.

3. Participation of children in field events aimed at developing positive emotions.

The work with negative experiences revealed in the first two pedagogical conditions is insufficient to correct communication disorders, as it is limited only by the institution's space. It is necessary to develop emotions in a broader social context, i.e., to expand the circle of adults with whom the pupil interacted. In this regard, we have held several field events. Our task was to show the children other adults outside the Center with whom they can communicate, gain life experience, and whom they can trust.

Field events were held in the following organizations: "House of Mercy," the old age center "Comfort," and the Department of Internal Affairs in the Kirovsky district of Krasnoyarsk. Outside the Center, the children gained a new experience of relationships with adults and met interesting people.

Children with great enthusiasm and creativity prepared for meetings with veterans of war and worked at the retirement centers "Comfort" and "House of Mercy." So, the "House of Mercy" visit took place during any free time the pupils had. Each group of children (4–5 people) looked after one older person. For the holidays, children made gifts with their own hands and prepared concert programs. The elderly gratefully accepted our help, and the children understood how nice it is to benefit someone and give at least a little joy to those who need it so much. This experience allowed children to expand their social circle, get to know adults, learn to talk and talk with them, and experience positive emotions.

In addition, visiting concert programs were organized to coincide with such holidays as March 8, Victory Day, Police Day, and Defender of the Fatherland Day. During the concerts, children learned not only to sing in the choir and solo, read poetry, and dance but also to talk to adults. They had positive emotions and feelings, and they wanted to continue communication.

In general, due to the implementation of pedagogical conditions, serious positive dynamics have emerged in the children, and the level of anxiety and hostility has decreased. They have become more open in communication, and interaction with adults has improved. After the formative experiment, a high level became characteristic of only 11.1%, an average level of 74.1%, and a low level appeared in 14.8% of children, which indicates the effectiveness of the work carried out.

Conclusion: Summarizing the above, we can draw the following conclusions:

1. Child abuse is rooted in social life itself. Therefore, it requires a long and comprehensive approach. Specialized social institutions deal with the most serious consequences of child abuse. Unfortunately, work in such institutions is based mainly on directive pedagogical requirements without sufficient consideration of children's individuality.
2. Pedagogical correction of communication disorders of children who have been abused in the family can be effective by implementing the following conditions: conducting special classes with children to overcome anxiety while communicating; involving children in leisure activities aimed at reducing hostility toward adults; and involving children in field activities aimed at the development of positive emotions.
3. Conducting special classes with children to overcome anxiety in the communication process helps them express their feelings, activates communication between a child and an adult, forms various means of communication, and develops dialogic speech.
4. Involving children in leisure activities aimed at reducing hostility toward adults allows an adult to manifest themselves as an assistant and defender with whom they can communicate without fear, jointly achieving their goals.
5. Children's participation in field events aimed at developing positive emotions increases the social context of their communication and expands the circle of adults with whom they interact.

Thus, pedagogical correction of communication disorders largely eliminates the consequences of child abuse in the family and seems to be a promising area of work. So, which of the studied pedagogical conditions have a greater or lesser corrective effect is of interest.

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Результаты процедуры рецензирования статьи

Рецензия скрыта по просьбе автора

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A Conceptual Approach to Solving the Problem of Sustainable University Development in the Period of a New Technological Order / Концептуальный подход к решению проблемы устойчивого развития университета в период нового технологического уклада

Глуценко Валерий Владимирович

ORCID: 0000-0003-1324-9326

доктор технических наук

профессор, Центр проектной деятельности, Московский политехнический университет

107564, Россия, г. Москва, ул. Образцова, 9, оф. 1

✉ glu-valery@yandex.ru



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Аннотация: предметом статьи является формирование концепции обеспечения устойчивого развития университета в период нового технологического уклада; объектом статьи выступает университет; целью работы является обеспечение устойчивого развития университетов в процессе формирования нового технологического уклада; для достижения этой цели решаются такие задачи данного исследования: исследования и уточнения понятия устойчивого развития университета; изучение источников риска потери устойчивости в процессе перехода университета к новому технологическому

укладу; анализа структурных составляющих концепции устойчивого развития университетов; актуальность статьи связана с интенсивным формированием нового технологического уклада в экономике и жизни общества, что потребует адаптации университетов к изменениям внешней среды научная новизна данной статьи определяется формированием концепции обеспечения устойчивого развития университета в период нового технологического уклада; выводами статьи является утверждение о необходимости формирования политики устойчивого развития университета в период формирования нового технологического уклада; в работе обоснована необходимость концептуального подхода к обеспечению устойчивости университетов в период их перехода к работе в условиях нового технологического уклада; научными методами в настоящей статье выступают: теория устойчивого развития, исторический и логический анализ, теория высшего образования; теория технологических укладов; теория иерархических систем; системный анализ; теория прогнозирования; теория бережливого производства, экспертные методы;

Ключевые слова:

концепция, устойчивое развитие, университет, технологический уклад, система высшего образования, фактор, инструмент, управление, эффективность, результат

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Introduction. This article is relevant to the risks universities face when entering a new technological order in society and the economy. The formation of a new technological order is associated with the emergence of new risks in university development, which may decrease competitiveness and the degree of sustainability of university development during this period.

This article hypothesizes that a conceptual approach to solving the problem of university development is necessary to ensure the sustainability of a university's growth in the new technological order.

The work aims to ensure the sustainable development of universities in forming a new technological order.

To achieve this goal, this study looks at:

- research and clarification of the concept of sustainable development of the university;
- study of the sources of the risk of loss of stability in the process of transition of the university to a new technological order;
- analysis of the structural components of the concept of sustainable development of universities.

This article focuses on the university during a new technological order.

The article's subject is the formation of the concept of ensuring the university's sustainable development in the new technological order.

The study of scientific publications on the topic of this article suggests the following:

At the beginning of the 21st century, universities' activity models were transformed, moving to the "3.0 model" [\[1, pp. 114-118\]](#). At the same time, new models of universities are being developed abroad, for example, at Lincoln University in the UK [\[2, pp. 181-197\]](#). Researchers note the dynamic nature of the development of regional universities [\[3, pp. 10-19\]](#). This point of view is expressed in a situation of dynamic development. There is a need to optimize complex strategic measures to develop a university's human capital [\[4, pp. 31-38\]](#).

At the same time, it is noted that changes also occur at a personal level [\[5, pp. 171-188\]](#). In a situation of dynamic changes, it is important to solve the problem of sustainable development of the higher education system [\[6, pp. 102-104\]](#). The role of universities in ensuring the sustainability of the higher education system is great [\[7, pp. 8-12\]](#). The opinion is expressed that it is necessary to provide the university's stability in the modernization of the entire higher education system [\[8, pp. 39-46\]](#). At the same time, analysts note that the level of stability of the regional higher education system is influenced by the interests of large actors (subjects) of the regional economy [\[9, pp. 897-906\]](#). At the same time, university staff argue that the training of undergraduates at universities should contribute to their sustainable development [\[10, pp. 41-45\]](#).

The pandemic also impacted the degree of stability of the higher education system [\[11, pp. 59-62\]](#). Foreign scientists believe that the problem of forming a paradigm of sustainable development for the higher education system is also important for their countries [\[12, p. 85\]](#). In Kazakhstan, one of the methods of ensuring the sustainable development of the higher education system is the introduction of technologies for crediting training [\[13, pp. 42-44\]](#). Scientists study the general problems of sustainable development of the higher education system in the regions [\[14, pp. 176-178\]](#).

At the same time, the region's higher education system can act as a factor in the sustainable development of a particular area under the conditions of digitalization [\[15, pp. 68-70\]](#). Therefore, research is being conducted on the region's higher education system regarding the impact of education on the sustainable development of the entire region [\[16, pp. 321-337\]](#). Scientists pay attention to the fact that transformations in the higher education system take place against the background of forming a new technological order in society and the economy [\[17, pp. 37-40\]](#).

It is noted that conceptual transformations are needed in universities' work in connection with forming a new technological order [\[18, p. 5-15\]](#). It is predicted that the further development of the higher education system in a new technological way may take the form of the development of an educational ecosystem, and the importance of mentoring will increase [\[19, pp. 85-95\]](#). At the same time, forming university student ecosystems is also likely [\[20\]](#).

The results of this analysis of publications on the article's topic suggest that the problem of ensuring the sustainable development of universities during the formation of a new technological order is relevant.

Method: Under the mechanism of ensuring the sustainability of the development of the higher education system during the formation of a new technological order, we will understand a system of methods and tools for maintaining the sustainability of this

development.

Creating a new technological basis for the economy and society creates additional risks for the sustainability of the development of the higher education system. The new technological order will be characterized by intensive development of the following types of technologies: nanotechnologies, neurotechnologies, digitalization technologies, information technologies, biotechnologies, and others [\[18, p. 5-15\]](#).

To consider the structure and components of the mechanism of sustainable development of higher education, it is necessary to clarify the concept of sustainability in developing this system. It is known that from an economic point of view, such a development of an organization is considered sustainable, in which there is no decrease in any of the types of assets of this organization. The disadvantage of this definition is that in the conditions of changing the technological basis during the transition to a new technological order, a change in the ratio of various types of assets may be objectively required. In particular, the role of intangible assets may increase during the transition to a new technological order.

In the theory of large systems, a system's stability is understood as its ability to return to its initial state after a specific external influence has been carried out. This definition of system stability also has a drawback. This disadvantage is determined by the fact that the higher education system must undergo constant innovative changes. Such changes are necessary to ensure that the higher education system meets the requirements and promising trends in society and the economy.

In 2022, the external impact on the higher education system can be recognized as the impact of factors related to the economic crisis and its transition to a new technological order. The global crisis is precisely the form and mechanism for transitioning society and the economy to a new technological order. If the higher education system cannot adapt adequately to new factors, there may be a loss of stability in its development.

When analyzing this situation, it is recommended that as part of the socio-economic development management system, the higher education system should be in a state of conjugation with the economy and public institutions. Violating such conjugacy of the conditions of the higher education system, economy, and society can be considered as one of the signs of the loss of stability of the higher education system. In addition, the violation of such a conjugacy of the conditions of the higher education system of the economy and society can cause a loss of competitiveness and stability of the economy and society.

This makes it possible to interpret the sustainable development of the higher education system as a continuous process of maintaining the conjugacy of the states of this system, economy, and society. This conjugacy of the states of the higher education system is most relevant during the crisis. This is because, during the crisis, there were rapid structural changes in the economy and society. During the crisis, the technological basis of activity, the structure of markets, management methods, business forms, and more are changing rapidly.

The state of the higher education system economically and socially can be characterized by the following signs:

- the structure of the higher education system meets the existing and future needs of the economy and society;

- the quality of educational products of the higher education system meets the needs of society and the economy;
- the organizational culture of the higher education system corresponds to the trends of the new technological order;
- the costs of the education system of various stakeholders correspond to their financial capabilities;
- the higher education system has a mechanism for adapting the higher education system to the observed changes in the economy, society, and more.

The risks of reducing the stability of the processes of economic and social development can manifest themselves in the following:

- in reducing the quality of higher education to a level at which it is impossible to maintain the competitiveness of the economy and society;
- a low proportion of graduates who find a job in their specialty due to the discrepancy between the request of economics and the structure of graduate specialties in the higher education system;
- inaccessibility of higher education for a significant proportion of the population in terms of financial indicators and other.

The conjugacy of the states of the higher education system, economy, and society can most effectively ensure the development of the higher education system within the framework of the ecosystem approach [\[19, pp. 85-95\]](#). This statement is based on the fact that the ecosystem approach in higher education allows to ensure:

- the comprehensive provision of educational services to consumers;
- to harmonize the interests of all stakeholders in this process;
- to minimize possible damages to elements of the surrounding socio-economic environment and others [\[19, pp. 85-95\]](#).

Thus, the first element of the mechanism for ensuring the sustainable development of the higher education system can be recognized as forming an ecosystem approach to developing the higher education system. The second element of this mechanism can be called the further development of distance education based on information technology (smart education). This segment of higher education can increase the sustainability of the higher education system.

Distance learning can be effective in obtaining a higher education and additional professional education. However, in developing this form of education, it is necessary to take into account the following risk factor associated with it: the risk of the impossibility of transmitting implicit knowledge by verbal methods. All knowledge transmitted through the education system can be divided into explicit and tacit knowledge. Explicit knowledge is conveyed by verbal means. Tacit knowledge can be transmitted only by nonverbal methods in personal communication between the teacher and students.

The sources of implicit knowledge in an educational product can be the processes of aggregation (system unification) of elements into a single whole (product, system), the interdisciplinary nature of research, human relations within professional institutions, and

others. Due to the increasing complexity of the objects of the external world in the economy and society, the importance of implicit knowledge can objectively increase. At the same time, tacit knowledge can be a source of synergy in social production. When developing SMART education, the process of transferring tacit knowledge should be considered to be concentrated on personal communication between the teacher and the student.

The third element of the mechanism for ensuring the sustainable development of the higher education system is the wider use of the project form of higher education. The analysis shows that innovations will become continuous and permanent during the development of a new technological order. The main form of implementation of innovative activities is innovative projects. Such an expansion of innovative activity can lead organizations to transition from a process model of activity to a project model of their activities.

When switching to the project model of organizations, the following changes in their activities can be observed: changes in the organizational structure (transition to a matrix structure); in working with personnel, a transition from the management of functional units to the formation and management of project teams is possible; changes in organizational culture are viable due to the increasing role of the organization's innovative values (encouraging innovation activity), and more.

All this may lead to the need for an accelerated transition of the higher education system to a more active use of the project form of such education. It is necessary to consider that the project form of higher education has several distinctive features. Such unique features of higher project education include the following: learning through the implementation of educational projects occupies a significant place in the structure of the student's workload; there is a comprehensive use of the knowledge acquired by the student in the project; students are trained to work as part of project teams; there is a more active development of students' activity skills; teams practice participatory project management; there is a development of horizontal communication between students; there is a formation of a horizontal style of communication between the teacher and students and others [\[19, pp. 85-95\]](#).

Presumably, in 2022, the main constraining factors (risks) for the intensive implementation of the project form of higher education may be a small number of university teachers with practical skills in implementing projects in the economy and society, a small proportion of teachers with a full range of competencies for quality project management (analysis shows that effective project management requires knowledge at least in more than eight fields of expertise: law, finance, investment, technical sciences, marketing, management, personnel management; entrepreneurship); low interest of real business in the implementation of joint projects with the participation of students; the level of socialization of knowledge about the project model of organizations and the project form of higher education, and more.

The development of the project form of higher education can become an essential element of adapting higher education to the changes taking place. This is because implementing joint projects with organizations of the real economy and society can be an effective tool for adjusting a university to the requirements and conditions of the external environment of the higher education system. At the same time, each joint project can be considered a separate experience of adapting the university to the demands of the external environment. Therefore, through joint projects, the conjugation of the conditions of the real economy and the educational process at the university will be ensured. Such joint implementation of projects will increase the sustainability of both the higher education system and the real

economy. This idea must be conveyed to the leaders of the real economy in the process of socialization of knowledge about the project form of higher education.

The fourth element of the mechanism for ensuring the sustainability of the development processes of the higher education system can be the application of lean production methodology in higher education. The inclusion of lean production methods in ensuring the sustainability of the development of the higher education system can be linked to the analysis of the causes of the 2008 crisis. As a result of such an analysis, it was found that one of the leading causes of this crisis could be a violation of the principles of thrift in large corporations. On this logical basis, the introduction of lean manufacturing principles in the higher education system can reduce all types of unproductive losses. At the same time, such a reduction in losses in the higher education system can lower the risk of a crisis in this system. Consequently, the introduction of lean manufacturing principles in the higher education system can increase the sustainability of its development.

The fifth tool for ensuring the sustainable development of the higher education system can be the creation of student ecosystems at universities. Research shows that the creation of such student ecosystems can contribute to increasing the sustainability of the development of the higher education system for the following reasons: establishing closer contacts and communications between society and universities, increasing the level of comfort of students' everyday lives, reducing the unproductive wastage of time and effort by students in extracurricular work; raising the level of student involvement in the educational process; increasing the level of student motivation [\[20\]](#). All these factors work to improve the degree of sustainability of the development of the higher education system. For this reason, creating student ecosystems in universities can be considered a tool to ensure the sustainability of the development of the higher education system.

The sixth direction of increasing the sustainability of the higher education system's development process during the formation of a new technological order is the further development of innovative organizational culture in universities. The analysis shows that during the formation of a new technological order, the following types of technologies can develop most intensively: nanotechnology, neurotechnology, digitalization technologies, information technology, and biotechnology (Glushchenko V.V., 2020). Developing these technologies requires new relations between people within the framework of professional and public institutions.

Therefore, universities can increase the sustainability of their development by developing such programs: programs for the modernization of university activities and programs for transforming the university's organizational culture. Particular attention should be paid to implementing innovative values of organizational culture when developing programs to modernize the organizational culture of universities.

Revision of all educational programs may be the basis for forming programs to modernize university activities. Such an audit of academic programs should be carried out to integrate new types of technologies into these programs. At the same time, it should be considered that, as student surveys show, the student no longer considers the teacher the primary source of knowledge. This function is performed by the Internet.

In the 21st century, a teacher should help students develop research skills, work in small groups, develop business and interpersonal communication skills, present their results, and more. This requires changes in the university's organizational culture.

Organizational culture performs two functions. The first function is to ensure the university's adaptation to the changes taking place. This is a function of external adaptation. The second function of the university's organizational culture is the internal coordination of all elements of the educational process in the interest of the external adaptation of this university. Therefore, the university's organizational culture can be considered an important part of the mechanism for ensuring the university's sustainable development. In assessing the role of organizational culture, it should also be taken into account that in the 21st century, competition between innovatively active universities will be conducted precisely at the level of organizational cultures (and not educational products).

The seventh element of the mechanism for ensuring the sustainable development of universities can be a product approach to their activities. The analysis shows that to improve the quality of education, it is important to form a product approach. This approach increases the efficiency of spending university resources. Therefore, to ensure the sustainability of education development, it is important to develop a product approach in the activities of universities. Scientists predict that the product approach may replace the competence approach at universities. Let's explain the differences between competence-based and product-based approaches in the activities of universities. With a competency-based approach to the educational process, in addition to knowledge, the student is also given practical skills.

The product approach at a university emphasizes the formation of educational products. An academic product can be called a systematic combination of knowledge, skills, research skills, and organizational and professional culture. Project-based higher education is one technology for creating educational products. At the same time, the product approach can also be implemented within the framework of traditional subject education at universities.

Discussion. The formation of a new technological order in the economy and society dramatically increases the urgency of ensuring the sustainability of the higher education system's development process. During the crisis, the issue of ensuring the sustainability of the higher education system's development should be given increased attention.

To ensure the sustainability of the development of universities in a period of intense change, it is necessary to create a mechanism to maintain the sustainability of such development of universities. This is because creating such a mechanism will ensure the comprehensive nature of stakeholders' impact on the sustainability of universities. At the same time, it will also be possible to coordinate the degree of influence of all stakeholders on maintaining the sustainability of university development. This is important not only for universities but also for the entire economy. It should be remembered that the sustainable development of universities in the period of a new technological order is considered an important factor in ensuring the sustainability of the regional economy itself.

This analysis shows that the sustainability of development is influenced by such characteristics of the university's activities as the level of customer orientation and the degree of customization of scientific and pedagogical activities of the university.

Low customer orientation in a university can lead to a loss of stability in its development. Such a loss of sustainability in development may result from a decrease in the quality of higher education. In turn, such a decrease in the quality of education may result from a misunderstanding of trends in the development of economic sectors and specific enterprises. Errors in assessing trends in the development of the industry (or region) may result from the university's insufficient customer orientation. Therefore, increasing the

university's degree of customer orientation can be a way to improve the sustainability of its development process in the context of its transition to a new technological order.

Using a project form in higher education can increase universities' customer orientation. At the same time, the university's customer orientation means that it is aware of not only the partner organization's current activities but also its customer orientation, which also means that this university knows the forecasts for the development of partner organizations.

The customization of the university's activities should be studied as the degree of concentration of the university's efforts on specific areas of its activities. Customization in the university's activities makes it possible to increase resource use efficiency. Therefore, such customization of the university's activities should be considered to improve the sustainability of the university's development process. This is because the customization of the university's activities reduces the risk of loss of sustainability of the university's development due to excessive diversification of scientific and educational activities. The risk of excessive diversification of the university's activities may be associated with the conglomerate nature of the organizational structure of a significant part of universities. The transition to a new technological order opens up many alternative development directions (nanotechnology, information technology, neurotechnology, etc.). This increases the risk of unproductive losses due to the dispersion of university resources. Customization of the university's activities reduces the risk of unproductive losses associated with excessive "dispersion" of its resources in many areas of its activities.

To reduce the risks to the university's sustainable development, it is necessary to choose the right direction for its development. In turn, to choose the right direction for the university's development, it is necessary to assess the opportunities and threats of the external environment and the competitive advantages and disadvantages of the university. The SWOT analysis methodology, the Boston Consulting Group matrix, and other strategic marketing planning tools can be used to justify the university's development directions.

Based on the results of the SWOT analysis of the university's activities, it is possible to form a list of measures aimed at minimizing threats to the external environment, measures aimed at using the opportunities of the external environment by the university, measures aimed at reducing the weaknesses (competitive disadvantages) of the university; measures aimed at effectively using the strengths (competitive advantages) of the university. All possible directions of the university's activities should be studied using the concept of alternative costs within the university's financial management strategy framework.

In general, the control and management of the sustainability level of the university development process during its transition to a new technological order can be recognized as one of the most urgent tasks of university management in this period. To coordinate measures aimed at ensuring the sustainability of university development, a policy of ensuring the sustainability of university development in the context of transition to a new technological order can be developed and implemented. The policy of ensuring the sustainability of universities can be understood as a set of coordinated measures aimed at preventing the loss of stability by the university in the process of its development during the transition to a new technological order.

Conclusion. This paper describes the concept and defines the structure of ensuring the sustainability of the development of universities and the higher education system in the transition to a new technological order. It emphasizes that during the formation of a new technological order, the problem of ensuring the sustainability of the development of

universities is becoming more acute. Analyzing the factors that affect the sustainability of universities' work allows us to conclude that customization and customer orientation in the functioning of universities can ensure such sustainability. At the same time, the tools for ensuring the sustainability of university development can be the ecosystem method of university development, the further development of SMART education, more active use of the project form of higher education at universities, the practical application of lean production methodology; the product approach in university activities; the development of innovative organizational culture and more. The materials of this article allow us to recognize the sustainability of university development as one of the most important tasks of university development management.

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Литвин Дмитрий Владимирович

ORCID: 0000-0002-4728-4157

кандидат педагогических наук

заместитель начальника кафедры, кафедра организации опевой и физической подготовки, Федеральное государственное казенное образовательное учреждение высшего образования «Академия управления Министерства внутренних дел Российской Федерации».

125993, Россия, г. Москва, ул. 3-й А Космодемьянских, 8

✉ d_litvin@mail.ru



Мангасарова Людмила Анатольевна

ORCID: 0000-0002-9356-8273

адъюнкт, кафедра психологии, педагогики и организации работы с кадрами, Федеральное государственное казенное образовательное учреждение высшего образования «Академия управления Министерства внутренних дел Российской Федерации».

125993, Россия, г. Москва, ул. 3-й А Космодемьянских, 8

✉ lumima@mail.ru



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Аннотация: В статье рассматриваются особенности формирования личностно-развивающей образовательной среды в условиях глобальной цифровизации. Раскрывается понятие цифровой образовательной среды (далее – ЦОС) в контексте ее личностно-развивающего характера, обосновывается принципиальная схема функционирования субъект-генерируемых сред в цифровой образовательной среде, выделяются факторы, определяющие личностно-развивающий потенциал цифровой образовательной среды, а также особенности деятельности педагога по формированию развивающей среды цифровыми средствами в преломлении традиций и инноваций. Традиционное понимание образовательной среды вследствие цифровизации подвергается значимой трансформации. Исследование показало, что формирование развивающей цифровой образовательной среды должно осуществляться с обязательным акцентом на субъект-генерируемые характеристики среды, разрешая противоречие между множественностью и открытостью потенциально развивающих ресурсов, с одной стороны, и неопределенностью, неочевидностью результатов взаимодействия субъектов, с другой стороны. Для педагога цифровая образовательная среда выступает дискретным образованием, тогда как для обучающегося она является единым структурированным цифровым пространством (единой средой). Деятельность педагога по формированию развивающей среды цифровыми средствами, придание ей развивающих функций связаны с педагогической компетенцией по наполнению среды соответствующим ситуационно-событийным контентом, способствующим генерации сред в образовании самими обучающимися и наполнением их аутентичным смыслом. Указанные компетенции педагога зависят от полноты теоретического осмысления особенностей возникновения субъект-генерируемых сред в цифровой образовательной среде. Научная новизна заключается в том, что впервые личностно-развивающая цифровая образовательная среда рассматривается через понятие субъект-генерируемых сред, выводящее личность обучающегося в центр соответствующих образовательных проектов. Развитие личности обучающегося в ЦОС представляется многофакторным и открытым субъект-зависимым процессом с вариативностью ресурсов для самоизменения, исследовательское отношение к которым соответствует постнеклассическому этапу развития науки.

Ключевые слова:

субъект-субъектное взаимодействие, субъект-содержащие системы, системный подход, личностно-ориентированное образование, цифровизация, развитие личности, образовательная среда, педагогические компетенции, ситуационно-событийное наполнение, педагогическое проектирование

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Introduction. Digital transformations significantly change the structure and content of the modern education system. Within the framework of the National Education Project, which implements the national goals of the Russian Federation, the "Digital Educational Environment" project is being created, which is aimed at introducing a digital educational environment in educational organizations to ensure the digital transformation of the education system [\[1\]](#). Since 2020, the state information system "Modern Digital Educational Environment" (SCES) has been created for educational institutions of higher education based on an information resource (portal) that provides "one-stop-shop" access to online

courses implemented by various educational platforms [2]. Despite the active work on equipping organizations with modern equipment and developing digital services and content for the educational process, the growth of quantitative indicators of digitalization does not unconditionally and automatically solve the problem of endowing the digital educational environment with personality-developing qualities. The goals and objectives of its creation should not contradict the main purpose of education as a single and purposeful process of education and training for human development.

Modern researchers recognize that the realities of the modern socio-cultural environment include ideological disorientation of the individual, which is a consequence of the contradiction between the cultivation of the principle of humanism in all spheres of social life, the primacy of the individual, their rights and freedoms, on the one hand, and the increasing loss of individuality, life paradigm, due to the consumption of unified mass stereotypes. On the other hand (N.A. Winter [3], J.N. Vypryazhkina [4], etc.), according to N.B. Kirillova, the blurring of the identity of the "I" is one of the characteristics of the cultural paradigm of modernity [5, pp. 279-280]. The information society's externally developed form of "freedom" hides its incomplete content: personal disunity and loss of socially significant personal meaning.

Education, as a multidimensional socio-cultural phenomenon characterized by multitasking and multifunctionality, can solve most of the above contradictions under certain conditions. However, attempts to reproduce subject-object relations and personal-non-mediated educational forms and methods in the digital educational environment, traditional for the wide practice of domestic education, are not only ineffective but also impossible by definition of personal-developing pedagogical interaction. The problem of inconsistency of traditional pedagogical tools with the conditions of global digitalization of education is the basis of this study.

The purpose of the work is to reveal the features of the formation of a personal and developing digital educational environment in the context of global digitalization based on the design of subject-generated environments. **Research objectives:** to reveal the concept of the digital educational environment (hereinafter referred to as the DEE) in the context of its personality and developing nature; to substantiate the design features of the subject-generated environments in the digital educational environment and to identify the factors determining its personality and developing potential, and determine the features of the teacher's activity on the formation of the developing environment by digital means in the refraction of traditions and innovations.

Methods: Analysis and generalization of pedagogical experience, systematic approach, contextual semantic analysis, etymological analysis, and synthesis of interrelations in the process of object-subject area research.

The scientific novelty lies in the fact that, for the first time, a personality-developing digital educational environment is considered through the concept of subject-generated environments, which brings the student's personality to the center of relevant educational projects. The development of the student's personality in the DEE seems to be a multifactorial and open subject-dependent process with variability of resources for self-change, the research attitude corresponding to the post-non-classical stage of the development of science.

Research results.

1. A refined interpretation of the concept of "digital educational environment" in structural and content: from a digital space consisting of an open set of information systems that unite all participants in the educational process to personality-oriented environments in digital (virtual) reality with a mandatory emphasis on the subject-actualizing characteristics of the developing environment in conditions of multiplicity and openness of resources, uncertainty and non-obviousness of the results of the interaction of subjects.

2. The effectiveness of the pedagogical design of conditions for the creation of subject-generated environments by the students themselves determines the factors of the personal-developing potential of the digital educational environment. At the same time, from the position of the teacher, the DSP acts as a discrete education, and for the student, such an environment acts as a single structured digital space (a single environment) conditioned by the subjective principle.

3. The activity of a teacher in the formation of a developing environment by digital means, giving it developing functions associated with the competence to fill the environment with appropriate situational and event content that contributes to the generation of educational environments by students, as well as filling them with authentic meaning.

Discussion. In the legal documents regulating the creation and functioning of the digital educational environment, this definition is not expressed clearly enough. The Federal Law "On Education in the Russian Federation" fixes the concept of an electronic information and educational environment (hereinafter, EIOS), which is necessary to implement educational programs using exclusively e-learning and distance learning technologies. Such EIOS should include electronic information, educational resources, information technologies, and technological means. The modern digital educational environment that is being actively created today is, in fact, a storage device for online courses on various educational platforms (the terminology is used in accordance with the Regulations on the state information system "Modern Digital Educational Environment"). As S.S. Kravtsov points out, "The digital educational environment is a help, a strengthening of the traditional education system." He states that the DEE is necessary for communication between the teacher and the student; it acts as a social network and contains electronically verified educational materials [\[6\]](#). In other words, the DEE acts in the established meaning as a digital space consisting of an open set of information systems that unite all participants in the educational process.

Naturally, the definition of DEE does not contain all the key characteristics of the phenomena of reality reflected in this concept, as it focuses exclusively on the structure and content of the definition. It is important that even in this form, the specified definition requires correction in terms of the use of the concept of "space" in it. Acting as the ultimate category, the basis of everything that exists, space "indifferently" includes all the many objects, regardless of the subject, a specific person. In a philosophical sense, the allocation of the environment is inextricably linked with the appearance of the subject relative to which this environment is allocated. The environment is a part of the space structured relative to the subject. This important remark brings the student's personality to the center of any education model in the digital educational environment if they claim to be personality-developing.

A priori, starting from the personality-oriented nature of education, it is necessary to fix that the student's personality should become an appropriate system-forming factor that requires modeling special connections in such a subject-containing system. A new understanding of the subject-containing system in the digital educational environment leads

us to conclude that the concept of a subject-generated system is involved in the conditions of diversity and openness of resources, uncertainty, and non-obviousness of the interaction of subjects in a weakly deterministic environment. These conditions are characteristic of a completely new paradigm, according to V.M. Eskov and other scientists—"the third paradigm in psychology," not a traditional system in the understanding of determinism stochasticity, but "a system of the third type (CTT)—organized complexity," which includes, first of all, "man, his psyche, neural networks of the brain." The general characteristic "lack of stability" refers to the specific properties and principles of the STT organization. "This is a world of unpredictable and unstable systems ... unique systems" [\[7\]](#).

In modern conditions, the traditional values underlying personal development are changing. The digital information world order, the trend of digitalization of society "condenses" the subjective passage of time, saturating human life with new meanings and personal events, which often leads to a weakening of the significance of the experience of previous generations to a loss of continuity with them, to an ambiguous assessment of traditional socio-cultural values (Yu.V. Strigunov [\[8\]](#), D.Yu. Vagin [\[9\]](#) etc.). Along with the transformation of time, the subjective perception of another traditional dimension of human existence—space—is changing. Being at the heart of personality-driven environments due to active digitalization, the space loses its fundamental nature and is virtualized. At the same time, boundaries are expanding, and the intensity of interconnections in such virtualized environments is growing. Network information structures, becoming a full-fledged way of social organization at the interpersonal, group, and social levels, push the traditional local framework of human activity, contributing to interpersonal communication and the dissemination of not only and not so much traditional forms of culture as their individual and group interpretations, compilations of cultural artifacts. As Jean Baudrillard points out, in a consumer society, objects replace communication, and information abolishes knowledge [\[10\]](#). The process of globalization, which carries multiculturalism and the unity of the diversity of cultures, implies a positive potential for social and personal development. However, the threat of an undesirable transformation of traditional spiritual and personal values of both an individual and the entire Russian society is still more tangible.

The classical vertically constructed scheme of interaction between a teacher and students in digital environments significantly loses its properties in relation to the function of directed subject-object influence. The personality of the student in the conditions of the DEE is less amenable to the direct traditional influence of the teacher. A significant number of researchers point to similar features of educational activities through the DEE. Thus, the study of modern pedagogical experience shows that students have difficulty understanding the "target, structural-content, moral-value components of information" [\[11\]](#). Moreover, digital learning ("digital didactics") already has its own special principles—these are, according to M.E. Weindorf-Sysoeva and M.L. Subocheva, the principles of globalization, query-oriented learning, and futural orientation [\[12\]](#). The problem of improving the quality of education is actualized (J.M. Lodge with co-authors [\[13\]](#), M.G. Sorokova [\[14\]](#), etc.) by the problem of the safety of the educational environment and its components (B. Lorenz with co-authors [\[15\]](#), I.M. Azhmukhamedov [\[16\]](#)) and others.

The existing interpretation of the DEE as a set of educational content, software, and hardware does not fully disclose the content of the personality-oriented approach in education. In fact, such an interpretation of the educational environment, based on the classical scientific paradigm that opposes the subject (the person in his activity, personality) and the objective world, is characteristic of the reductionist-deterministic

system approach. In understanding the specifics of the digital educational environment, we are in solidarity with Professor O.N. Shilova, who considers the DSP from a pedagogical standpoint as "a complex of relations in educational activities mediated by the use of digital technologies and digital educational resources, contributing to the realization by the subjects of the educational process of opportunities for the development of culture, ways of self-realization, building social relations aimed at the formation of responsible digital behavior a citizen of modern society" [\[17\]](#).

Currently, the personality-developing characteristics of the DEE are defined through a category that carries only the potential for development, namely through the concept of "conditions." At the same time, the potentiality of the conditions of personal development makes the DEE a vaguely defined concept in the context of its developmental properties. Most often, the developing mechanism in any educational environment, including in the DEE, refers to subject-subject pedagogical interaction. The specific prerequisites for the emergence of such interaction between the teacher and students in the DEE are also insufficiently defined. The validity of such a conclusion becomes especially obvious in modern digital realities when the classical, historically developed classroom-class and lecture-seminar forms of educational organization are transferred to the digital environment.

Personality-developing educational projects developed today by the author's teams in various research schools face risks in the course of their implementation in a wide pedagogical practice associated with low motivation of the conservative professional and pedagogical environment, insufficient qualifications of the teaching staff, the need for resource provision for such projects, etc. Indicative, for example, is the analysis of the "Collection of cases of the best practices of supporting universities in Russia," presented within the framework of the inter-university forum "Supporting Universities—drivers of regional development" [\[18\]](#) with the participation of 25 state universities. "Supporting Universities of Russia" pays insufficient attention to the issues of DEE design in general and personal development models and technologies in particular, which is puzzling.

Among the well-known projects for the implementation of the educational environment by digital means, the technology of network communication stands out, which, according to P.N. Bilenko and co-authors, is "the basis for the implementation of other pedagogical technologies of digital education," distance learning technology, complex case technologies, "blended learning" technology, technology for organizing project activities of students and others [\[19, pp. 39-44\]](#), etc.

At the same time, the personal-developing potential of the digital educational environment is determined not so much by the subject content of the material but by the possibility of forming personal qualities based on it that remain relevant to the individual throughout his life. Proceeding from the above, in pedagogical projects, including those implemented through DSP, it is important to distinguish between the technological component, which acts as a subject prerequisite for developing pedagogical interaction, and the indicative basis of the teacher's activity, thanks to which subject-conditioned communication arises. Interpersonal communication, accompanied by indirect, environmental forms of interaction between the teacher and students, creates event-based forms of joint existence (co-existence) of subjects of educational relations.

Variability, lax certainty, and relative, subjectively perceived independence of the subject's "being" in the DEE determine the possibility of the emergence of subject-generated

environments within the framework of educational relations. Subject-generated environments are formed on the basis of subject-subject interaction and students' personal choices. A characteristic feature of such a subject-generated environment is the flexibility of personal interaction, the possibility of a social multi-role experiment coming from the personality itself.

The openness of the educational environment, accompanied by communicative dynamics, the selectivity of the subject-generated environments, and other factors make the pedagogical design process atypical and unconventional in terms of the emergence of authentic environments. In addition, under the influence of digitalization, the traditional concepts of personal identity and social interaction for personal development, such as a significant Other, friend ("friend"), and others, are transforming. As a consequence, the activity of a teacher in the DEE is due to the complexity of pedagogical forecasting of educational results, including in terms of insufficient development in pedagogy of the relevant tools for the formation and evaluation of personality-driven competencies.

Thus, the main premise for constructing a schematic diagram of the functioning of a personality-developing digital educational environment based on subject-generated environments is the subject-centered position of the student. The main task of a teacher in environmental interaction is to project this subject-centered position onto the educational process by "indirect" methods. The success of such a method of obtaining personal experience by students is determined by the ability of the teacher to involve them in the world of objectified norms and values to contribute to the refraction of generated media through socio-cultural maxims. In turn, the personal development potential of the DEE directly depends on both the success of the creation of subject-generated environments by the students themselves and on the effectiveness of the teacher's further activities in environmental forms of pedagogical interaction.

Structurally, from the position of a teacher, the DEE acts as a discrete educational environment with a multi-component character for it—digital educational content and the subject content of academic disciplines, network educational platforms, necessary technical means, etc. Meanwhile, for the learner, such an environment is one and indivisible; the learner perceives it as a digital (virtual reality) given in personal perception. From the subject-activity point of view, the educational environment is a feasible way for the student to structure the digital space. In this context, a "meeting point" of the personal beginning with significant others arises in the DEE, where it becomes possible to identify others as significant for the student (Fig. 1). Such a pedagogical project aimed at creating subject-generated environments is further focused on filling the environment with appropriate situational and event content.

*Fig. 1. Scheme of interaction of subject-generated environments
in the digital educational environment*

The innovative functions of a teacher as a specialist in the field of digital tools and technologies, which scientists fix as specific to the digital educational process (P.N. Bilenko and co-authors [\[19, p. 56\]](#)), seem obvious. More specific functions of a teacher as a subject of designing a digital personality-developing educational environment include the ability to organize and regulate the level and intensity of interaction between education subjects, which will determine the nature of the learning system (adaptive, intensive interaction, etc.). Thus, the role of a teacher in a digital educational environment should be rethought—not downplayed, not put in subordination to global digitalization, namely rethought. Today, the role of the teacher is refracted in the trends of innovation that put traditional

pedagogical means to significant tests (Table 1).

Table 1

Prerequisites for the formation of a personal development environment by digital means in the activity of a teacher in the refraction of traditions and innovations No. p / p

Innovative prerequisites	Traditional background
1. Designing forms, teaching methods, working materials, diagnostic and evaluation tools based on the digital educational environment creates broad developmental opportunities	The teacher loses the status of the sole carrier of knowledge and information, giving way to the digital environment
2. Development of a scenario of a training session based on diverse, changing forms of organization of educational activities and the optimal sequence of the use of digital and non-digital technologies	The role of the teacher as the "arbiter" in the learning process is weakening
3. Combining different environments of the modern digital generation of students - integrating virtual and real - contributes to the adaptation and development of the student in the real social and professional world	The teacher is not sufficiently prepared to monitor students, integrating assessment activities in the real and digital environment
4. Organization of individual and group educational communication in the digital environment, reflection and discussion of personally significant experience	The interpersonal "live" interaction of the subjects of education is weakening
5. Creating educational motivation among students using interactive mediated communication	Creating educational motivation among students as a carrier of the role image of a "successful professional" using facilitation tools through pedagogical interaction based on direct communication
6. Maintaining the current state of the content of electronic and educational resources corresponding to modern scientific and technical knowledge	Difficulty in updating scientific and technical knowledge and information as a result of the natural obsolescence of professional knowledge and technology

These innovations are not exclusively related to information technologies. They bring us back to understanding, including the "pre-digital" phenomenon of personal development in an educational environment. This environment carries potential conditions for the subject to generate its own semantic coordinate system. The digital educational environment may

contain means for automatic adaptation of the learning process based on the individual characteristics of each subject, taking into account the order, method, and pace of providing educational material and the level and nature of teacher support [20]. However, the developing functions of such an environment are not automated nor algorithmized; they are related to the teacher's competence in filling the environment with appropriate situational and event content. The teacher organizes the student's activities in a developing environment with the possibility of quick feedback in the learning process, creating motivation for the full assimilation of the set results. At the same time, the expected competence of a teacher is not only the ability to work in digital environments, in new and constantly changing conditions, using the latest virtual educational resources, but also having experience in solving pedagogical tasks quickly with the construction of remote effective communication.

Conclusion. The personality-oriented nature of education can be truly embodied through the digital educational environment. However, this potential characteristic of the digital educational environment remains unfulfilled. Traditional educational models are undergoing significant transformation due to digitalization. The predominance of new forms of activity that correspond to the modern digital reality determines the need to form up-to-date tools for the teacher, including designing a personal-developing digital educational environment. The specified competencies of the teacher depend on the completeness of the theoretical understanding of the peculiarities of the emergence of personality-conditioned environments. The personal-developing potential of the digital educational environment corresponds to creating conditions for the generation of authentic educational environments by students.

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Teaching a Foreign Language in Terms of Inclusion / Обучение иностранному языку в условиях инклюзии

Приставко Ксения Владимировна

Преподаватель, кафедра Иностранных языков гуманитарного факультета, Новосибирский
государственный технический университет

633162, Россия, Колывань, Сиб. Комбайн, область, пгт. Колывань, ул. Сиб-Комбайн, 9, оф. Колывань,
Сиб. комбайн, 9

✉ pristavko-ksuna.15@yandex.ru



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Аннотация: Статья посвящена теоретическому анализу актуальной проблемы обучения иностранному языку лиц с ограниченными возможностями здоровья в условиях инклюзивного образования. Также в статье представлен авторский взгляд на преодоление основных трудностей, связанных с обучением иностранному языку лиц с ограниченными возможностями. Авторами рассмотрены: основные законодательные акты, регулирующие инклюзивное обучение; основные периоды развития инклюзии в европейских странах. Авторы также рассмотрели основные различия двух систем обучения: инклюзию и интеграцию; наиболее актуальные проблемы обучения ЛОВЗ в условиях инклюзии; решения данных проблем, предложенные другими авторами научных статей. На основе проведенного исследования авторами были сделаны следующие выводы: инклюзивное обучение - это один из сильнейших из современных трендов образования, обусловленный сменой взглядов на инвалидность и права

человека в целом; цель инклюзивного образования - всестороннее развитие личности человека с ОВЗ, его социализация и реализация его потенциала в обществе, а также обеспечение возможности академической и профессиональной мобильности для ЛОВЗ. Авторский вклад в данной статье состоит в обобщении результатов, полученных другими исследователями. Авторами выведены конкретные шаги к решению существующих трудностей, а также предложены собственные варианты решения имеющихся трудностей.

Ключевые слова:

непрерывное обучение, права человека, образование для всех, подходы к обучению, глобализация, интеграция, ограниченные возможности здоровья, инклюзивное обучение, доступность образования, личностно-ориентированное обучение

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Introduction: Large-scale changes are associated with technologization and globalization in the modern world.

Approaches to the organization of educational activities are changing to meet international standards. In particular, the global trend "Education for All" provides for the need to provide conditions for education for all citizens without exception. [\[1\]](#). Humanistic values, such as the observance and protection of human rights, are now universally declared. In particular, the issue of accessibility of education is important. Thus, article 26 of the Declaration of Human Rights states that "everyone has the right to education," "it should be free," and "education should be aimed at the full development of the human personality and strengthening respect for human rights and fundamental freedoms." [\[2\]](#). Implementing the principles of "Education for All" is impossible if access to education is restricted or closed to people of any special social or medical status. The right to education of persons with disabilities (hereinafter referred to as the right to education) is legally enshrined in international documents of the European Union (EU), the most important of which is the Convention on the Rights of Persons with Disabilities (hereinafter referred to as the "Convention"), adopted on December 13, 2006

The main postulates of the chapter on the education of this Convention are "non-discrimination; development of human potential, dignity, and self-worth; development of personality, talents, abilities, mental and physical abilities to the fullest" [\[3\]](#).

The concept of life-long learning involves continuous learning and constant acquisition of new skills and abilities, including the development of communicative skills in a foreign language, since the ability to communicate in a foreign language is recognized as one of the key competencies of an individual in the 21st century [\[4\]](#).

Forming communicative competence in a foreign language among people with disabilities allows them to expand their range of opportunities in the international labor market [\[5\]](#). In this regard, active work is underway today to improve the quality and accessibility of language education for people with disabilities. According to the EU document "Guidelines for Inclusion," inclusive education is "the most effective means of combating discriminatory attitudes, building an inclusive society, and providing education for all" [\[6\]](#).

Increasing accessibility and ensuring the quality of foreign language teaching in an inclusive

learning environment is time-consuming. Many studies note that there are currently obstacles to this in the form of stereotypes that a student with special needs will not be able to fully perceive information, especially in a foreign language. According to researcher M.S. Wight, "Students with health disorders are not allowed to study a foreign language only because they have been confirmed to have special educational needs" (cited in [7]).

In the Federal Law "On Education in the Russian Federation" dated 29.12.2012 N 273-FZ, in Article 79 ("Organization of education for students with disabilities"), It is indicated that "the education of students with disabilities can be organized both jointly with other students, and in separate classes, groups or separate organizations engaged in educational activities." LOVZ training is conducted based on adapted educational programs and an individual rehabilitation program [8; 9].

Despite the existence of laws and regulatory documents, there are several contradictions between the social and state order and the real possibilities of teaching a foreign language to students with special educational needs in inclusive groups. Several problems need to be solved to achieve the best result of teaching a foreign language in inclusive groups: 1. technological security and material equipment of educational organizations; 2. professional competence of teachers. There are also ethical and moral difficulties: 1. the attitude of other group members to classmates with health problems; 2. concerns about how the behavior of students with disabilities will affect the learning process. Also, an acute issue is the attitude of parents of children without restrictions to children with health problems [10].

Some modern researchers raise the question of the practical expediency of teaching LOVZ a foreign language together with typically developed children [11]. In his work, an employee of Aston University (Birmingham), Essi D'Almeida, points out that the obstacle to learning a foreign language for children with special educational needs is still the attribution of a foreign language by teachers and parents of such children to subjects of secondary importance. More often, a foreign language is associated with various difficulties. Not many students (both healthy and disabled) realize the real importance of knowledge of a foreign language in their lives [11: 11].

Nevertheless, despite the above-mentioned problems, the process of inclusive education is carried out in many countries, and experience has already been accumulated that allows us to judge the success of its implementation. Thus, the **purpose** of this article is:

1. The study of domestic and foreign experience of teaching LOVZ a foreign language in an inclusive education environment;
2. Discussion and analysis of their own pedagogical experience gained in foreign language classes in inclusive education.

The author's personal contribution to the development of the problem is the analysis of foreign and domestic scientific literary sources, which allows the presentation of inclusive education as a complex phenomenon. Based on the analysis, specific features characteristic of foreign and domestic pedagogical practice are identified, and the goals and objectives of inclusive education at the present stage of society development are formulated. This analysis served as the basis for developing their proposals for solving urgent problems in the inclusive education system.

The **practical value of the work** is the description and analysis of the results of the approbation of practical recommendations identified as key in teaching a foreign language to inclusive groups.

Research methods

The primary research method was analyzing scientific publications on the problem of the organization of foreign language teaching LOVZ. Pedagogical reflection was also applied to their own experience of teaching a foreign language LOVZ under the conditions of inclusion.

Discussion of the results of the study: The history of personality-oriented education goes back centuries.

The second half of the twentieth century is a time when stereotypes about various ailments ("as punishment; for the misconduct of parents," etc.) gave way to the real situation. This was gradually consolidated by law. "Declaration of Human Rights" (1948), "Declaration on the Rights of Persons with Disabilities (1975) and "Salamanca Declaration" (Salamanca, Spain), during which the independent term "inclusive education" was first identified (1994) [10]. The guiding principles of this declaration are shown in Figure 1:

We consider and solemnly declare that:

- Every child has a basic right to education and should be able to receive and maintain an acceptable level of knowledge,
- Each child has unique characteristics, interests, abilities, and educational needs.
- It is necessary to develop education systems and implement educational programs in such a way as to take into account the wide variety of these features and needs,
- Persons with special educational needs should have access to education in regular schools, which should create conditions for them on the basis of pedagogical methods focused primarily on children in order to meet these needs,
- Ordinary schools with such an inclusive orientation are the most effective means of combatting discriminatory views and creating a favorable atmosphere in communities. Building an inclusive society and providing education for all: moreover, they provide real education for most children and increase the efficiency and, ultimately, the profitability of the education system.

Fig. 1 Principles of inclusive education, according to the Salaman Declaration

In 1990, the European Union, within the framework of global discussions, considered a declaration issued in the city of Jomtien (Thailand) under the title "World Declaration on Education for All" (Eng. *World Declaration on Education for All*) [6: 9]. According to UNESCO's definition, "education for all means ensuring that all children have access to basic education of good quality. This implies the creation of conditions in schools and within the framework of basic education programs, where children can and have the opportunity to study" [6: 10].

"Inclusion" is often mistakenly associated with the term "integration." The commonality of these terms is that both inclusion and integration presuppose introducing people with disabilities into the educational process for their further socialization. The difference between these concepts is in the scenario of inclusion of a group member with a disability in the general stream of students. So, "inclusion" implies much more than the presence of students with special educational needs in classrooms and schools; it is their participation in public life and recognition as individuals who belong to society and who should have the same rights and opportunities of an individual member of this society." On the contrary, integration is aimed at the independent adaptation of a "special" student in the environment of normotypic students. In the case of integration, the educational institution does not provide any assistance in this. Table 1 contains a brief description of inclusion and

integration, presented by researcher Joanna Montagno Moreno [\[12\]](#)

Table 1

The difference between the terms "integration" and inclusion (according to Article [\[12\]](#))

Inclusion	Integration
This term refers to the placement of a person in a system that assimilates him without taking into account other factors.	This is a systematic process that makes social sense. It involves the redevelopment of ordinary schools so that they can offer all students what they need. It's about participation, interaction, and public recognition.

As can be seen from the brief definition above, inclusion involves not just "being in the audience" of a student with disabilities. The task of inclusive education is the development of the student's personality and understanding of their importance and necessity in a "healthy society." Article 24 of the Convention contains the following objectives of inclusive education:

- "Full development of human potential and a sense of dignity and self-worth, as well as strengthening respect for human rights, fundamental freedoms, and human differences;
- Development of the disabled person's personality, talents, and creativity, as well as mental and physical abilities to the fullest;
- Providing disabled people with the opportunity to participate effectively in the life of a free society" [\[3\]](#);

Inclusive education implies equal access to education for all students, taking into account various special educational needs and individual opportunities. Inclusion is based on the basic belief that a person, despite his physical, intellectual, ethnic, religious, and other characteristics and the family's socioeconomic status, has equal rights and can be included in the general education system. The system, in turn, considers these educational needs and provides resources to meet these rights [\[13\]](#). In addition, one of the key goals of inclusion is to help people with disabilities find themselves in society, not to be a burden for them but to become valuable and productive citizens [\[14\]](#).

As mentioned above, knowledge of a foreign language is an important skill that increases the chance of a person with a disability to find a profession without being tied to any location to be successful and useful to modern society. However, in pedagogical science, some researchers raise the question of whether LOVZ can really master a foreign language at a satisfactory level. Agreeing with the work [11:10], we will say that such questions in connection with the discrepancies of theoretical prescriptions with the real state of affairs are natural.

In their study on teaching a foreign language to "special" children in Scotland, Jane Essex and Maggie Gurney Macaskill point out several obstacles in this area. Firstly, in educational institutions, the teaching staff has no proper support in determining pedagogical approaches within the framework of specialized programs.

As a second reason, the authors cite the example of "gaps" in Scotland's legislation regarding the provision of equal conditions for education. Thus, in one of the regulations of

the Scottish government, in the section on equality, the concept of "social deprivation" is indicated as a phenomenon that should be combated, including in the field of education. According to Essex and Macaskill, this document does not consider such cases that fall under the category of "unequal," as disability and many others. Accordingly, students with disabilities do not have the necessary conditions to receive a high-quality education, including language.

The authors consider the third reason to be the negative expectations of teachers themselves for teaching foreign languages to students with special educational needs. Thus, the reasons for suspending such students from foreign language classes are explained by the fact that "he already has enough of a workload" and "he already has so many difficulties with the English language!" [\[15\]](#).

However, it should be taken into account that many teachers (both already working and in the future) positively perceive inclusion and can generalize its goals. A survey of Faculty of Foreign Languages of the Moscow State University students named after N. P. Ogarev showed that "inclusive education" is a familiar term for students. Most of the survey participants demonstrated a positive attitude toward inclusive education. However, some respondents have not yet decided on a choice, and almost a quarter of respondents opposed the included training. Also, more than half of the students did not express a desire to work in an inclusive class/group. Future teachers of a foreign language noted an improvement in healthy students' attitudes toward persons with disabilities. They noted that students with disabilities will feel like full-fledged members of society. Among the difficulties in teaching students in the HIA were ignorance of the basics of inclusive education, psychological unpreparedness of the teacher, and unwillingness to take responsibility [\[16\]](#).

Finally, researchers see the reason for restricting access to learning a foreign language by students with special educational needs in the psychological unavailability of teachers themselves.

According to G. V. Sorokov, it should be recognized that today, there are clear trends in both world and Russian education, such as the shift of the content part of education from mass-reproductive to active activity. Today, the task of education is not to teach those who are easily taught and to displace those for whom mastering the material will be difficult.

Personality-oriented learning is nowadays not an option but a necessity since the task of education is no longer to give out a set of certain knowledge in the same way and to everyone at once. Thanks to the development of domestic and foreign pedagogy, today, there are many ways to make the material of a foreign language lesson understandable not only for healthy and ordinary children but also for children who have special educational needs due to their illness [\[15, 17\]](#).

Of course, the perception and information processing process in people with disabilities is different. Agreeing with Essex and Macaskill, we adhere to the point of view that to successfully educate people with special educational needs, an inclusive education teacher needs to receive additional education and undergo advanced training or professional retraining. It is necessary to know the specifics of your category of students and the methods acceptable for working with this category.

According to researcher Jonathan F. Arries, who has been observing his students with disabilities for many years, such students are often not inferior to their typically developed

peers in intellectual abilities. However, the researcher's observations made it possible to establish that students with disabilities have difficulty imitating (language sounds, etc.) and reading. They have a strong negative language interference. Also, students were prone to a lower concentration of attention, which caused a distraction in class and omission of important information. Also, students with deviations from the norm of development are prone to excitement, as they are aware of their physical shortcomings and sometimes pay attention to the fact that their peers master the material more successfully without deviations [Arries 1999].

Our analysis of sources and our pedagogical experience allowed us to understand which strategies can be effective in inclusive education and which require modification or cannot be applied at all. Here are some of them:

1. Inclusive education should be based on the principles of social adaptation, humanity, synergy, supporting the independent activity of a person with disabilities, and individualism [\[10\]](#).

2. Much attention should be paid to the instruction preceding the training tasks. It is necessary to think over the explanation of the material in advance so that students correctly and equally understand what the purpose and result of this or that activity, task, etc., implies [\[12\]](#).

3. The document "Guidelines for Inclusion" suggests the following criteria by which an inclusive education teacher should work. They are also suitable for teaching a foreign language: a) all students take part in all activities in the classroom; b) the curriculum should take into account the differences of students; c) all members of the group participate in the classroom; d) a variety of teaching styles and strategies are used; e) students should feel a sense of success; f) learning difficulties are perceived as an opportunity for development in practice.

4. Individual educational trajectory (hereinafter referred to as IET). In modern education, there are entire pedagogical systems in which IET is the main pedagogical tool. Also, modern specialized material and technical support make it possible to individualize education in an inclusive learning environment [\[17\]](#).

5. E. G. Dolgoplova, S. M. Kolova, and O. V. Belkina proposed criteria that should be followed in this matter: "individual approach to students with disabilities; information accessibility for students of various nosological groups; absence of discrimination based on disability; full and effective involvement of students of various nosological groups in society and the educational process; joint lectures, seminars and practical classes for all students; equal academic requirements with all; maximum expansion of the educational space by increasing social ties" [\[10\]](#).

6. When teaching a foreign language, paying attention to the difficulties that arise in teaching language skills and abilities is necessary. When learning phonetics, there may be difficulties such as breathing disorders in pronunciation, a violation of the pace of speech, so-called "tongue-tied," hearing disorders, etc. Using complex grammar does not make sense; it is better to use ready-made speech samples. Vocabulary can be perceived and remembered more slowly, so it is necessary to determine the lexical minimum for memorization. When teaching, you should select adapted texts of a small volume. To choose tasks for the pre-text stage that will help to better understand the text of a particular group, it is necessary to observe the group's reaction to the task among this

specific category of students. The same applies to audio texts [13]. The teacher needs to pay increased attention and notice which tasks/activities help specific students to better understand the topic, complete a task, and form a certain skill. It is necessary to study the pace of students' work, the reaction to the load, the peculiarities of perception, etc. [18].

7. Separately, it is necessary to pay attention to the motivation and evaluation of the student's activities with HIA. It is necessary to give feedback regularly, not forgetting about encouragement. We believe that, especially at the first stages of training, it is necessary to focus more on the student's success and positive achievements, not on mistakes. For example, O.V. Kiryushina [13] believes the "2" rating is unacceptable when working with LOVZ. Perhaps (if the rules of the educational institution allow), you should completely abandon the assessments.

It is also necessary to pay attention to solving the above problems that arise in the process of implementing inclusive education. As a result of the analysis of the sources, the main issues that arise in inclusive education and possible ways to solve them were highlighted. This information is shown in Table 2.

Table 2.

Ways to solve problematic issues of inclusive education

Emerging difficulties	Possible solutions indicated in the sources.
1. Negative attitude to included learning both among the subjects of educational process (teachers and students) and among people outside educational sphere.	The entire educational community should begin to consider inclusion as a practice necessary to build a society in which each student's needs and abilities are recognized and considered [Moreno 2012]. Educational activities in educational institutions among students and teachers would help to overcome unpreparedness and lack of awareness in the matter of both education and other aspects of the life of LOVZ.
2. Lack of specialized teacher training	<p>Training in the development and application of adapted programs in an inclusive group (classroom) [Dolgopolova, Kolova 2020]. It is also necessary to provide teachers and teachers with mentors who would help in the first time to competently organize the learning process in an inclusive classroom [Essex, Macaskill 2020].</p> <p>• The problem of teachers' unpreparedness in the field of inclusion could be solved by organizing the training of a staff of teachers who do not have the knowledge and skills to work in an inclusive environment, as well as psychological support of employees of an educational institution in the process of working in inclusive education. Some researchers recommend attaching a specialist curator to one or two teachers who could</p>

support the teacher at a certain stage and point out mistakes and achievements to him [Sip Jan Pijl 2010].

3. A foreign language isThe article describes a long-term experiment. considered a secondary[Peker, Regalla 2021]. Its results showed subject. The stereotypethat: 1. by learning a foreign language, that a student with specialstudents with disabilities also improve their educational needs will notnative language (the stock of lexical units have enough intellectualincreases, etc.). 2. Learning a foreign and physical resources. language together with normally developed children could improve the results of learning LOVZ due to the mutual influence of healthy children and children with developmental disabilities. It is necessary to popularize scientific knowledge primarily in the professional pedagogical environment, as well as among people related to people with health disorders.

Conclusions

Summing up the above, the following should be noted:

1. It is necessary to increase the accessibility of inclusive education and learning a foreign language for persons with disabilities by improving the material and technical internal conditions of educational institutions, providing professional training, and developing teachers' skills to adapt work programs, as well as skills of correctional work; providing teachers with professional pedagogical and psychological support; educational activities that go beyond educational institutions;

2. Inclusive education is the implementation of a set of tasks: unity of principles (humanity, social adaptation, synergetics, support for independent work of LOVZ, individualism, etc.); pedagogical work (goal-setting, adaptation of existing work programs and curriculum, building educational trajectories, variety of strategies used, evaluation system, instruction in class, removal of assumed difficulties, motivation and reward system);

3. When conducting foreign language classes in inclusive groups, which include students of the age category from 15 to 20, it is necessary to take into account:

- the type and nature of their disability;
- age characteristics of adolescence (inconsistency of self-esteem, the desire to belong to a group and recognition in it, the desire to prove oneself, to be successful among peers);
- language features of the selected material and its accessibility for students with disabilities;
- applied techniques, strategies, and technologies in their alternation in the classroom;
- psychological difficulties that arise when learning a foreign language LOVZ;

4. The systematic application of the principles of inclusive education described in the work has had a positive impact on:

- Motivation of students with disabilities;
- Their activity, quality of training, and level of awareness;
- Increasing interest in the foreign language being studied;

Research on teaching a foreign language in conditions of inclusion requires continuation in terms of developing educational materials and creating pedagogical conditions for different categories of persons with disabilities.

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Результаты процедуры рецензирования статьи

Рецензия скрыта по просьбе автора

Англоязычные метаданные

Compliance with the Secrecy Regime During Online Training in Russia's Ministry of Internal Affairs' Educational Organizations

Minzyanova Dilyara Farilevna

Senior Lecturer, Department of Operational Investigative Activities, Kazan Law Institute of the Ministry of Internal Affairs of Russia

429140, Russia, respublika Tatarstan, g. Kazan', ul. Magistral'naya, 35

✉ Dilyara_444@bk.ru



Abstract. Strategic priorities for developing modern Russian society and ensuring law and order require establishing an effective continuous educational process in Russia's Ministry of Internal Affairs' universities. The author examines the issue of compliance with the secrecy regime in the online education of students in universities of Russia's Ministry of Internal Affairs. The study's relevance is due to the scale of the spread of COVID-19 infection and the development of information and communication technologies. Russia's Ministry of Internal Affairs' universities have special disciplines that require secrecy during online learning. These disciplines include operational investigative activities, operational investigative psychology, record keeping and secrecy regime, and others. The study's object is the online educational process in Russia's Ministry of Internal Affairs' universities. The subject of the study is the methods of transmitting and exchanging information in educational organizations of Russia's Ministry of Internal Affairs within the framework of online distance learning. In the course of the study, the goal was achieved to substantiate the necessary and sufficient measures for the optimal implementation of educational programs of higher education, vocational training, and advanced training of police officers in the conditions of expanding the information space, communication capabilities, and limitations generated by the COVID-19 pandemic. The author compared the relationship between "distance learning" and "online learning." The conclusion is made about the need to expand the ISOD of Russia's Ministry of Internal Affairs capabilities and develop a single departmental digital educational portal for Russia's Ministry of Internal Affairs universities within this information space. The author suggests improving the information potential of Russia's Ministry of Internal Affairs system for the possibility of teaching particular disciplines in the online education process.

Keywords: ISOD of the Ministry of Internal Affairs of Russia, special disciplines, secrecy mode, electronic information environment, educational environment, video lectures, online training, distance education, educational organizations, teaching

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Pedagogical Conditions to Correct the Consequences of Child Abuse

Chik Sergey

PhD in Pedagogy

Associate Professor of the Department of Social Pedagogics at Krasnoyarsk State Pedagogical University named after V. P. Astafyev

660077, Russia, Krasnoyarskii krai, g. Krasnoyarsk, ul. Vzletnaya, 20, aud. 311

✉ shik.krsk@mail.ru



Abstract. The subject of the study is the pedagogical conditions for the correction of communication disorders in children who have been subjected to abuse in the family. The study was based on the assumption that anxiety and hostility are psychologically dominant in such children. Timely work with the child emotionally and correction of the sphere of communication can correct negative influences. The author examines in detail the implementation of pedagogical conditions: conducting special classes with children to overcome anxiety in the communication process, involving children in leisure activities to reduce hostility toward adults, and having children participate in field events to develop positive emotions.

The study's novelty is that the pedagogical conditions for correcting communication disorders have been experimentally tested. The author comes to the following conclusions: 1. Conducting special classes with children to overcome anxiety in the communication process helps them express their feelings, activate communication between a child and an adult, form various means of communication, and develop dialogic speech. 2. Involving children in leisure activities to reduce hostility toward adults allows an adult to manifest himself as an assistant and defender with whom a child can communicate without fear, jointly achieving

their goals. 3. The participation of children in field events aimed at the development of positive emotions increases the social context of communication of the child and expands the circle of adults with whom the pupil would interact.

Keywords: child abuse, pedagogical correction, pedagogical conditions, communication disorders, anxiety, hostility, social institution, special classes, recreational activities, field trips.

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A Conceptual Approach to Solving the Problem of Sustainable University Development in the Period of a New Technological Order

Glushchenko Valeriy Vladimirovich

Doctor of Technical Science

Professor, Project Activity Center, Moscow Polytechnic University

107564, Russia, 1-Ya grazhdanskaya oblast', g. 1-Ya grazhdanskaya, ul. Obratsova, 9, of. 1

✉ glu-valery@yandex.ru



Abstract. The subject of this article is ensuring the sustainable development of universities in the period of a new technological order; the object of the article is the university; the purpose of the work is to ensure the sustainable development of universities in the process of forming a new technological order. To achieve this goal, the following tasks of this study are solved: research and clarification of the concept of sustainable development of the university; study of sources of risk of loss of stability in the process of transition of the university to a new technological order; analysis of the structural components of the concept of sustainable development of universities. Scientific methods used in this article are the theory of sustainable development, historical and logical analysis, theory of higher education, theory of technological structures, theory of hierarchical systems, system analysis, forecasting theory, theory of lean manufacturing, and expert methods. The scientific novelty of this article is determined by the formation of the concept of sustainable development university in the period of a new technological order.

Keywords: result, effectiveness, management, factor, the tool, higher education system, technological order, sustainable development, university, concept

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Subject-Generated Environments as the Basis for the Formation of a Personal-Developing Digital Educational Environment

Litvin Dmitrii Vladimirovich 

PhD in Pedagogy

Deputy Head of the Department, Department of Fire and Physical Training Organization, Federal State Public Educational Establishment of Higher Education «Management Academy of the Ministry of the Interior of the Russian Federation».

125993, Russia, Moscow, Z. and A. Kosmodemyanskikh str., 8

✉ d_litvin@mail.ru

Mangasarova Lyudmila Anatol'evna 

Adjunct, Department of Psychology, Pedagogy and Organization of Work with Personnel, Federal State Public Educational Establishment of Higher Education «Management Academy of the Ministry of the Interior of the Russian Federation».

125993, Russia, Moscow, Z. and A. Kosmodemyanskikh str., 8

✉ lumima@mail.ru

Abstract. This article discusses the features of forming a personality-developing educational environment in the context of global digitalization. The concept of the digital educational environment is revealed in the context of its personality-developing nature, the basic scheme of the functioning of the subject-generated environments in the digital educational environment is substantiated, the factors determining the personality-developing potential of the digital educational environment are highlighted, as well as the features of the teacher's activity on the formation of the developing the environment by digital means in the refraction of traditions and innovations. The traditional understanding of the educational environment is undergoing a significant transformation due to digitalization. The study showed that the formation of a developing digital educational environment should be carried out with a mandatory emphasis on the subject-generated characteristics of the environment, resolving the contradiction between the diversity and openness of potentially developing resources, on the one hand, and the uncertainty, non-obviousness of the results of interaction of subjects, on the other hand. For the teacher, the digital educational environment acts as a discrete education, whereas for the student, it is a single structured digital space (a single environment). A teacher's activity is the formation of a developing environment by digital means, giving it developing functions associated with pedagogical competence to fill the environment with appropriate situational and event content, contributing to the generation of environments in education by students themselves and filling them with authentic meaning. The teacher's specified competencies depend on the completeness of the theoretical understanding of the peculiarities of the emergence of subject-generated environments in the

digital educational environment.

The scientific novelty of this research lies in the fact that, for the first time, a personality-developing digital educational environment is considered through the concept of subject-generated environments, which brings the student's personality to the center of relevant educational projects. The development of the student's personality in the DEE is a multifactorial and open subject-dependent process with variability of resources for self-change, the research attitude corresponding to the post-non-classical stage of the development of science.

Keywords: pedagogical competencies, subject-subject interaction, subject-containing systems, system approach, student-centered education, digitalization, personality development, educational environment, situational-event content, pedagogical design

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Teaching a Foreign Language in Terms of Inclusion

Pristavko Kseniya Vladimirovna

Teacher in the Foreign Languages department of the Humanities faculty, Novosibirsk State Technical University

633162, Russia, Kolyan, Siberian Combine, region, village. Kolyan, ul. Sib-Combine, 9, of. Kolyan, Sib. combine, 9

✉ pristavko-ksuna.15@yandex.ru



Abstract. This article is devoted to the theoretical analysis of the problem of teaching a foreign language to people with disabilities in an inclusive education environment. The article also presents the author's view on overcoming the main difficulties associated with teaching a foreign language to people with disabilities. The authors considered the main legislative acts regulating inclusive education and the main periods of inclusion development in European countries. The authors also considered the main differences between the two learning systems: inclusion and integration, the most relevant problems of learning LOVZ in the conditions of inclusion, and solutions to these problems proposed by other authors of scientific research. Based on the conducted research, the authors made the following

conclusions: inclusive education is one of the strongest of the modern education trends due to the change of views on disability and human rights in general; the goal of inclusive education is the comprehensive development of someone with disabilities, their socialization and realization of their potential in society, as well as providing opportunities for academic and professional mobility for LOVZ. The author's contribution to this article is to summarize the results obtained by other researchers. The authors have deduced concrete steps to solve the existing difficulties and proposed their own solutions to the existing difficulties.

Keywords: life-long learning, human rights, education for all, approaches to teaching, globalization, integration, disabilities, inclusive education, access to education, student-centered education

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