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HIGHER EDUCATION IN RUSSIA

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*Допущено методическим советом
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Учебное пособие посвящено теоретическим и практическим основам высшего образования в России. Приведены лекционные материалы, задания для практических занятий и контрольные задания.

Издание адресовано бакалаврам, изучающим на английском языке курс о высшем образовании в России, а также будет полезно преподавателям вузов.

The textbook is devoted to the theoretical and practical foundations of higher education in Russia. Lecture materials, tasks for practical classes and control tasks are given.

The publication is addressed to bachelors studying this course in English, and will also be useful to university teachers.

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CONTENT

Introduction

This manual "HIGHER EDUCATION IN RUSSIA" is developed for Chinese students of the Faculty of Philology (specialization "Pedagogical Education", specialization "Management in Russia"), studying in English.

The manual has obvious relevance, as the material collected in it will allow students from China to get an idea of the peculiarities of higher education in Russia, forms of its organization, modern educational technologies used in the practice of Russian universities, trends in Russian higher education.

The textbook contains both theoretical and practical material: it provides short texts of lectures, materials for practical classes, and assessment materials. The theoretical part covers key topics related to higher education in Russia: general characteristics of the higher education system, the Bologna Process and our country's participation in it, forms of organization of the educational process in higher education, control over the results of learning, modern educational technologies, pedagogical communication in higher education, trends in the development of higher education in Russia and abroad.

The applied part contains material for practical classes: topics of reports and requirements for them, crossword puzzles on the topics of lectures; evaluation materials: questions and tasks for self-checking, final test.

It is hoped that this manual will be useful and will help students, who have chosen pedagogical education as their specialty.

CHAPTER 1.
TEXTS OF LECTURES

1.1. General characteristics of higher education in Russia

Key words: *Bachelor, system, speciality, level, degree, graduate, masters, knowledge, university, school, education*

1. The education system in Russia.
2. The fee for higher education.
3. Levels of higher education.
4. Features of higher education in Russia.

1. The higher education system

- It is regulated by the Law of the Russian Federation "On Education in the Russian Federation", 2012. № 273-FZ. December 29.
- This is the second law on education in the post-Soviet space. The first law was passed in 1992, immediately after perestroika. It provided for the transfer of education to new economic tracks.

1.1. Education system in Russia consists of the following parts:
    1. Educational standards and programs
    2. Educational organizations
    3. Educational management bodies
    4. Organizations carrying out the assessment of the quality of education
    5. Associations of legal entities, employers and their associations, public associations carrying out activities in the field of education

1.2. Educational standards and programs:
    1. General education standards and programs:
    – preschool

– primary general

– basic general

– general secondary education

2. Professional standards and programs:

– average

– higher education

(bachelor's degree (specialization),

master's degree,

raduate school)

1.3. Educational organizations:

■ general education school (preschool; primary, basic, secondary schools)

■ vocational education institutions:

  – secondary (schools, colleges, technical schools);

  – higher education (institutes, universities, academies);

■ institutions of additional education (music, sport, art schools, Houses and Palaces of creativity);

■ special (correctional) educational institutions (8 types: for the hard of hearing, for the blind, for the visually impaired, for the blind);

■ for children left without parental care (orphanages children's homes)

1.4. Educational management:

■ at the Federation level (from 2018).

  Ministry of Education of the Russian Federation (Kravtsov S.S.);

  Ministry of Science and Higher Education of the Russian Federation (V.N. Falkov);

  Russian educational Supervision;

■ at the level of Perm Krai Ministry of Education and Science of Perm Krai (R.A. Kassina);

■ at the city level (department of education of Perm city administration);

■ at the district level (education department of the Leninsky district of Perm).

1.5. Higher education system in Russia:

- university (classical, profile, technical)
- academy
- institute

Universities

- These are large educational institutions that offer a wide range of specialties and directions, including humanities, technical, natural sciences and medical. Universities train professionals not only academically but also professionally.
- Classic: Perm State National Research University
- Profile: Perm State Medical University
- Technical: Perm National Research Technical University
- Military Academy (Academy of Logistics;
- Communications Academy; Artillery Academy, etc.)
- Medical Academy (military medical academy, St. Petersburg)
- Academy of Painting, Sculpture and Architecture, Perm)

Academies

- Military Academy (Academy of Logistics;
- Communications Academy; Artillery Academy, etc.)
- Medical Academy (military medical academy, St. Petersburg)
- Academy of Painting, Sculpture and Architecture, Perm)

Institutions

- Are specialized educational institutions, which are often focused on certain professions and fields of knowledge, such as law, medicine, economics.
- Perm Military Institute of National Guard Forces of the Russian Federation; Perm State Institute of Culture.

2. Fee-based education

- In Russia, higher education is provided on a budgetary and contractual basis. Budget training is provided on a competitive basis and is paid for by the state, contract training is paid.

- Budget and paid places – 50/50

- The average tuition fee in Perm universities is 115,447 rubles/year (from 200,000 rubles/year at the Higher School of Economics to 350,000 rubles/year at the medical University)

3. Levels of higher education

3.1. There are three levels of higher education in Russia:
- Bachelor's degree (education lasts 4-6 years) or a specialty (education lasts 5 years),

- Master's degree (education lasts 2 years),

- Postgraduate studies (education lasts 3-4 years).

There are also various additional professional programs in Russia (advanced training programs and professional retraining programs).

3.2. Bachelor's degree
- The term of study is 4-6 years

- Admission is based on the results of the Unified State Exam and additional tests for creative universities

- Individual achievements (military service on conscription, under contract, in volunteer formations, etc.)

3.3. Magistracy

- The term of study is 2 years

- The second stage of higher education based on a bachelor's degree or specialty

3.4. Specialist degree

- 5 years of study

- An educational program in the field of training, the duration of which cannot be shortened

- For example, specialty programs at Perm University: fundamental and applied chemistry, customs business, pharmacy and others.

3.5. Postgraduate study

- 3–4 years (3 years – full–time postgraduate study; 4 years – part-time postgraduate study)

- On the basis of a specialty or a master's degree

- Budget and paid tuition

3.6. Additional professional programs

- Professional development programs

- Professional retraining programs

- Regional Institute of Continuing Education

4. Features of higher education in Russia

1. The duration of the study. The total duration of study in Russia can be quite long. For example, to get a bachelor's degree in Russia, you need to study for 4 years, while in other countries this period is 3 years. Also, to get a master's degree in Russia, you need to study for 2 years, while in other countries one year may be enough.

2. The study of general education subjects. In Russia, during the first two years of study, students study not only specialized sciences, but also such as history, literature and language. This helps to create a broader picture of the world.

3. A large number of theoretical materials. Education in Russia is inclined towards theoretical sciences and an academic approach. This distinguishes it from other countries, where more attention is paid to practical skills and project work.

4. The evaluation system. Higher education in Russia is evaluated in points, not in percentages, as in other countries. This allows students to more clearly assess their efforts and progress in their studies.

5. The cost of training. Studying in Russia is considered relatively cheap compared to other countries such as the USA, Great Britain and Australia. It is also possible to receive education on a budgetary basis in Russia.

1.2. The Bologna Process. Point-rating system (PRS)

Key words: *Bologna, declaration, conversion, rating, credit, point*

1. Bologna process.
2. Point-rating system (PRS).

1. Bologna process

1.1. Reasons for appearance

■ Preservation of humanistic, social and cultural values in Europe.

■ Difficult economic and financial problems: a significant decline in the qualification level of the European workforce and a reduction in public funding for education.

1.2. Bologna Declaration

■ In 1999, on June 29, 1999, the Bologna Declaration was adopted in Bologna (Italy), signed by the Ministers of Education of 29 European countries, including those not belonging to the European Society (Austria, Belgium (Flemish Community), Belgium (French Community), Bulgaria, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, United Kingdom).

■ This declaration set out a list of measures that could ensure the sustainable development of European higher education in modern conditions and increase its competitiveness.

1.3. The essence of the Bologna system

■ Two-level system of higher education (Bachelor's and Master's degree).

- Credit system (ECTS – European Credit Accumulation System): 180-240 credits at Bachelor's degree, 90-120 at Master's degree).

- Mobility of university students and graduates (student exchange programs at universities in Central European countries, grants under the Erasmus program).

- Quality assurance of higher education (accreditation of private universities, quality assurance agencies).

- European dimension in higher education (creation of unified curricula for modules and university courses corresponding to European content).

- Continuing education (advanced training courses, professional retraining).

1.4. Russia in the Bologna process

- Russia joined the Bologna Process in September 2003.

- The reforms of the education system carried out in post-Soviet Russia within the framework of the "Bologna process", in their conceptual basis, were aimed at building an education system in the Russian Federation similar to the education systems of Western countries and reducing barriers to international student mobility.

- In 2022, Russia was excluded from the Bologna process.

What happened before 2022?

- Many Russian students, having received a bachelor's degree, went to foreign master's programs.

- Many universities gave double diplomas according to the principle: "2+2" (two years of study in Russia, two at a foreign university for a bachelor's degree) or "1+1" for a master's degree.

Credits

Credit units could be obtained at any university in the world, and they were counted towards Russian diplomas. This was an opportunity to attract foreign students. They could come for one semester and receive a certificate, and this was counted towards them as part of their diploma.

2. Point-rating system (PRS)

2.1. The essence of the PRS

- This is a system for assessing the quality of mastering basic educational programs by university students, including a multi-point grading system and a methodology for compiling rating lists of students.

- The statistical grading scale ECTS (European Credit Transfer and Accumulation System) – a scale for taking into account the academic work of students when mastering an educational program – has been brought into line with the European system of transfer and accumulation of credits.

2.2. How the coupling system works?

- The point-rating system of assessment of students' educational results is based on a set of control activities (control points -CT), optimally located throughout the time interval of the discipline.

- Assessment of students' educational results is made in points. The maximum number of points for one discipline for one academic period for full-time and part-time education – 100 points regardless of the number of credits of the discipline.

2.3. How points are calculated?

- The maximum number of points for the discipline is the sum of the maximum number of points for all control activities of the discipline in the current academic period.

- For one control activity (CP3) (including the final control event) can be awarded no more than 40 points.

- For all non-objectivized control activities (CP1, CP2) in the academic period can be awarded no more than 30 points.

*CP – control point

2.4. Conversion of points

- Conversion of points scored by a student in an academic discipline into grades is carried out according to the following scheme:

- – "excellent" – from 81 to 100 points;

- – "good" – from 61 to 80 points inclusive;

- – "satisfactory" – from Nmin to 60 points inclusive;

- – "unsatisfactory" – less than Nmin points;

- – "passed" – from Nmin points inclusive and above;

- – "not accepted" – less than Nmin points.

- The minimum number of points Nmin corresponding to the grade "satisfactory" or "passed" for a given academic discipline is determined by the Work Program of the Discipline (WPD) and ranges from 41 to 50 points.

How many points can be received for one Control Point?

- The maximum number of points for the discipline is the sum of the maximum number of points for all control activities of the discipline in the current academic period.

- For one control event (including the final control event) can be awarded no more than 40 points.

- For all non-objectivized control activities in the academic period can be awarded no more than 30 points.

Student rating

- The final rating of a student in an academic discipline is determined on the basis of points received by the student in this discipline during all academic periods of study of the discipline and is calculated according to the formula.

- To determine the success of the student in the study of the discipline is also used statistical scale of grades ECTS. Depending on the student's place in the final rating of the academic discipline he/she is given the following grades on the ECTS scale:

- - A – the top 10% of students;

- - B – the next 25% of students;

- - C – the next 30% of students;

- - D – the next 25% of students;

- - E – next 10% of students.

Strengths of the PRS

- Objectivity. The PRS allows students' performance to be assessed based on quantitative data, which makes the system more objective. Grades are based on specific criteria and a standardized scale, which reduces the subjectivity of assessment

- Transparency. The PRS provides transparency in the assessment of student performance. Each assignment is graded using specific criteria that explain to students what is required to achieve a particular grade. This allows students to better understand their strengths and weaknesses and work on improving their skills.

- Progress Assessment. The PRS allows students' progress to be tracked over the course of a semester or academic year. Students receive grades for each assignment, which helps them see their progress and realize in which areas they need more effort.

*PRS – Point-rating system

Weaknesses of the PRS

- Simplification of assessment. The PRS may simplify the assessment of student performance by reducing it to numerical grades only. This may not take into account other factors such as creative thinking, quality of work, or level of understanding of the material.

- Limited feedback. The PRS may provide limited feedback to students. Assessments provide general information about how students performed on an assignment, but may not provide detailed information about where they made mistakes or how they can improve.

- Stress and competition. PRS can create stress and competition among students, especially when they are graded against others. This can create a lack of cooperation and encourage a focus on getting high grades rather than self-learning and skill development.

*PRS – Point-rating system

Other options

- Essay. An essay is a more extended form of written response in which students are asked to argue their thoughts and opinions on a particular topic. Essays test a student's analytical, critical thinking skills and reasoning ability.

- Practical tasks. In some disciplines, students may be given practical assignments in which they must demonstrate their skills in a real-life situation. This could be, for example, executing a program, creating a project, or solving a practical problem.

■ Oral examinations. Oral examinations are conducted in the form of a dialog between the instructor and the student. During such examinations students are asked questions to which they have to answer orally. This allows to test their knowledge, ability to express their thoughts and ability to answer questions in real time.

Conclusion

■ It is important to note that these strengths and weaknesses of the BRS may vary depending on the context and implementation in a particular university or educational program.

■ The PRS is one approach to assessment, and many universities may use other assessment methods to more fully measure student learning.

1.3. Form of organization of the educational process in higher education

Key words: *lecture, seminar, independent, discussion, interactive, independent, consultation, structure*

1. Lecture.
2. Seminar.
3. Independent work of students.

1. Lecture

1.1. General characteristics and structure of modern variants of seminar classes

■ Lecture in higher education is one of the main methods of teaching and is an oral presentation of material by a teacher in front of an audience of students on a certain topic. Students listen and take notes for further comprehension and assimilation of the material.

■ Basic requirements for a lecture.

• Structuring. The lecture should be well organized and have a clear structure. The lecturer should present the material in a logical sequence, dividing it into separate sections and subsections.

• Clarity and accessibility. The lecture should be clear and accessible to students. The lecturer should use simple and clear language, avoiding complex terms and concepts. It is also important to use examples and illustrations to explain the material.

• Active interaction. A lecture should not be just a passive listening. The lecturer should encourage active interaction with students, for example: asking questions, holding discussions or organizing small practical tasks.

- Using of visuals. The teacher may use visual aids such as slides, diagrams, charts and videos to visually support the illustration of the material and to help students learn it better.

- Connection to practice. The lecture should be linked to real-life examples and practical applications of the material being taught. The lecturer can give examples from real life, apply case method or talk about his/her professional experience.

1.2. Positive aspects of the lecture

■ Lectures allow students to receive systematised information from experienced and qualified lecturers. Lecturers with specialised knowledge can provide students with unique information that is difficult to find in other sources. This enables students to gain a deep understanding of the subject and broaden their knowledge.

■ Lectures promote listening and concentration skills. Students are required to actively listen and absorb information, which helps them develop important skills necessary for academic success and future careers.

■ Lectures create an opportunity for interactive communication between the instructor and students. During the lecture students can ask questions, discuss the topic and exchange opinions

■ Lectures provide students with the opportunity to familiarise themselves with different points of view and approaches to the topic being studied.

1.3. Negative aspects of the lecture

■ One-way communication. A lecture is a one-way communication where the instructor delivers information to the students. This may limit students' ability to ask questions or express their thoughts and opinions.

- Lack of active interaction. Lecture can be a passive process where students simply listen to the instructor without active interaction. This can lead to student fatigue and decreased attention span.

- Limited time. A lecture usually has limited time, which limits the opportunity for in-depth exploration of the topic or detailed discussions. This can lead to a superficial understanding of the material.

- Differences in knowledge level. There may be students in the classroom with different levels of knowledge and understanding of the topic.

- The instructor should take this into account and adapt the material so that all students can understand and absorb the information.

1.4. Classifications of lectures

- Classical lecture. This is the most common type of lecture where the teacher presents theoretical material, explains concepts and principles, and illustrates them with examples.

- Interactive lecture. In this type of lecture the lecturer actively interacts with students, asking them questions, conducting discussions and stimulating them to active participation.

- Guest lecture. A guest lecture is a presentation by an invited specialist or expert who shares his/her professional experience and knowledge with an audience of students.

- Visualisation lecture. In this type of lecture, the instructor demonstrates certain processes, experiments or examples to illustrate and explain the material.

- Counselling lecture. A counselling lecture is a form of lecture where the instructor answers students' questions and helps them resolve difficulties or misunderstandings.

1.5. Recommendations to the teacher

■ The teacher should know the variants of lectures existing in pedagogical science, their didactic and educational possibilities.

■ In a lecture course from 18 to 24 hours it is desirable to read 5-7 classical monologic lectures, 2-3 interactive lectures, 2-3 lectures-visualisation, one guest lecture and one lecture-consultation.

2. Seminar is an important type of practical training

2.1. General characteristics and structure of modern variants of seminar classes

■ Seminars are a more interactive form of learning where students actively participate in discussing and analysing the material. The teacher acts as a moderator, stimulating students to dialogue and exchange of opinions.

■ Modern variants of seminar classes.

1. Group Projects. Students can work in small groups to solve a specific task or problem. This promotes communication skills, teamwork, and critical thinking.

2. Discussions and Debates. Students are encouraged to discuss and analyse different points of view on a particular topic. This helps to develop analytical and reasoning skills as well as the ability to listen to and respect the opinions of others.

3. Problem situations. Students are asked to analyse and solve real or fictional problems related to the topic under study. This helps to develop practical decision-making skills, creative thinking and the ability to apply theoretical knowledge in practice.

4. Virtual seminars. With the use of modern technologies such as video conferencing or online platforms, students can participate in seminar classes

remotely. This allows students to organise their time flexibly and study from anywhere in the world.

5. Use of multimedia. Teachers can use various multimedia materials such as videos, audio recordings or interactive presentations to make seminar classes more interesting and visual. This helps to stimulate students' attention and improve learning.

■ Structure of seminar classes

1. Introduction. At the beginning of the workshop, the facilitator introduces the topic and objectives of the workshop, as well as the expectations of the participants. This helps to set the context and establish the overall focus of the discussion.

2. Presentation. The facilitator may introduce the main concepts, theories or research related to the topic of the workshop. The presentation can be in the form of a lecture, a slide show, or the use of other visual materials. The purpose of the presentation is to provide participants with relevant information and to familiarise them with key aspects of the topic.

3 Group work. After the presentation, participants may be given tasks or exercises to help them apply what they have learnt. Group work may include discussing specific issues, analysing cases, solving problem situations or other interactive activities. This encourages active participation and interaction among participants and allows them to apply theoretical knowledge in practice.

4. Discussion. An important part of the workshop is discussion, where participants can express their opinions, share experiences, ask questions and analyse different points of view. The discussion can be moderated by the facilitator or take place in an open dialogue between participants. The purpose of the discussion is to stimulate critical thinking, analytical skills and to develop the ability to argue one's point of view.

5. Conclusion. At the end of the workshop, the facilitator summarises the discussion and draws key conclusions. He or she may also offer recommendations, additional materials for study or assignments for independent work. The conclusion helps to consolidate what has been learnt and conclude the workshop in a coherent and organised manner.

2.2. Discussion – an effective form of a seminar class

■ Formal Discussion. In this type of discussion, participants follow certain rules and structure. Usually there is a moderator who controls the course of the discussion, determines the order of speeches and ensures the equality of participants. Formal discussion can be held in academic events or debate clubs.

■ Informative discussion. In this type of discussion, participants exchange information and facts about a particular topic. The purpose of this type of discussion is to increase knowledge and mutual learning. Participants may present different points of view, but the main emphasis is on the exchange of information.

■ Dialogue discussion. In this type of discussion, participants strive to achieve mutual understanding and co-operation. They actively listen to each other, ask questions and try to find common ground. Dialogical discussion is aimed at finding constructive solutions and creating an atmosphere of mutual respect.

■ Roundtable. A round table is a discussion format in which participants come together to discuss a specific problem or topic. They sit at a round table, which symbolises equality and openness to all participants. A roundtable is usually held to seek consensus or develop recommendations on a particular issue.

■ Virtual discussion. In today's information society, more and more discussions are taking place in the online environment. Virtual discussion can take place on forums, social media, chat rooms and other platforms. This allows participants to discuss topics from different parts of the world and exchange opinions at their convenience.

2.3. Structure of the discussion

■ Introduction. At the beginning of the discussion, the moderator or facilitator introduces the topic and objectives of the discussion and establishes ground rules and regulations. This helps to set the context and establish the overall focus of the discussion.

■ Presentation of viewpoints. This can take the form of speeches, presentations or simply oral statements. Each participant has time to express his or her thoughts and argue his or her position.

■ Discussion and analysis. After the presentation of points of view, participants have the opportunity to discuss and analyse different aspects of the topic. During the discussion, they can express their opinions, ask questions, offer arguments and counterarguments, and cite facts and evidence to support their positions.

■ Reflection and synthesis. At the end of the discussion, participants can summarise the discussion and draw key conclusions. They can draw attention to key points, common ground or differences of opinion, and highlight important arguments or evidence that were presented.

2.4. Recommendations to the teacher:

■ The variability of seminars will increase the interest of students and allow them to diversify their work.

■ Seminar-discussion can be conducted by preparing students for this form.

■ When preparing a classical seminar, a certain algorithm should be followed.

■ When summarising the results of the seminar, it is possible to adhere to certain criteria, about which it is better to inform the students in advance.

3. Independent work of students

3.1. The concept, levels, structure and organisation of students' independent work

- Student's independent work is a planned cognitive activity of the student on the assignment and under the methodological guidance of the teacher, but without his/her direct participation.

- The training level – is the solution of problems according to the sample for the purpose of consolidation of knowledge and formation of skills and abilities.

- Reconstructive level – is the search for alternative ways of solving a problem, making a plan, theses; annotation, abstracting.

- Creative level– is an independent choice of ways to solve the problem; research tasks, term papers and graduation theses.

3.2. Organisation of students' independent work includes the following stages

- Selection of content, tasks, forms, methods and technologies.

- Checking their didactic efficiency.

- Development of evaluation criteria, evaluation itself.

- Correction.

3.3. Difficulties of students in performing independent work

- Inability to generalise the collected material.

- Lack of experience in applying the acquired knowledge in practice.

- Therefore, it is necessary to teach students to take notes from lectures, make annotations of the studied literature, master the technique of its study (continuous, selective reading, speed reading, in-depth reading).

3.4. Directions for further improvement of students' independent work

1. Individualisation: creation of alternative methodical recommendations; publication of alternative teaching aids; expansion of educational and material base for individual independent studies

2. Activation: use of various forms of stimulation of independent work; application of independent work at lectures and seminars

3. Expansion: exchange of teachers' experience at the department; discussion of experience at the faculty

4. Organising scientific and methodological conferences and publishing recommendations

3.5. Recommendations to the instructor

1. Before starting the study of the discipline it is advisable to create a matrix of methods and forms of independent work, adequate to lecture and seminar classes.
2. It is necessary to provide for the development of levels of independent work from the training level to the creative level.
3. The package of tasks for independent work should be given out at the beginning of the discipline.
4. When organizing independent work, it is necessary to teach students the methods of this work.
5. After the completion of the study discipline it is necessary to conduct a reflection of didactic effectiveness of the used forms and methods of independent work.

1.4. Control and assesment of the higher educational institution

Key words: *control, assessment, testing, observation, accounting, verification, analysis, rating, mark, education.*

1. Concept of functions and types of control. Control requirements.
2. Control structure.
3. Test as a form of control.

1. Concept of functions and types of control. Control requirements

1.1. Concept of control

- Control – is a function of the teacher, that involves obtaining information about the state and results of learning. Related concepts – diagnostics and monitoring.

- Monitoring includes diagnostics. Monitoring is more than diagnostics. Pedagogical monitoring – is diagnostics, assessment and forecasting of the state of the pedagogical process, tracking its progress, results and prospects» (T. Stefanovskaya).

- Diagnoctics and control are most often used as synonyms.

1.2. Control functions

As a part of teaching, control performs general functions*: teaching, educating and developing.*

- The teaching function of control is to identify errors and help to correct them. This function is closely related to the stimulating function: control is designed to inspire and instill confidence in achieving a higher level of development and learning.

- Educating and developing control functions are associated with the formation of an adequate self-assessment, responsibility, determination and other strong-willed and socially valuable personal traits.

1.3. Types of control

- Input control – to identify the level of knowledge and skills of students in newly formed classes, newly arrived students and before studying a new section, a new discipline.

- Current control – is carried out in the process of studying the topic, and is an element of many lessons, primarily combined ones. It is carried out in the form of an oral survey, written tests and frontal conversation.

- Periodic (stage-by-stage) control – is carried out in the form of tests, interviews, credits and is advisable at the end of studying a big topic or section.

- Final control – is carried out after studying a course or at the end of a certain stage of training (quarter, half-year, semester, completion of primary basic education or complete secondary education). Its forms are tests, defense of essays, course papers, final papers and exams.

1.4. The control requirements

- Developmental character. During the control process, you may encounter new material that needs to be fully comprehended; there may appear new logical chains and a holistic view of the studied subject.

- Objectivity. Assessment of real successes and shortcomings of students' work, without bias (predjudgement).

- Humanity. humanistic approach, taking into account real capabilities and health of students; stimulating rather than disorganizing effect of learning.

- Systematicity, which largely depends on the age of the students. In particular, current control has a greater role the younger the students are. As they grow older, periodic and final types of control are appropriate.

- Publicity (openness) and validity of given marks, its reasoning.

- Effectiveness, which can be expressed in advise and instructions on how to improve the achievement, what to pay attention to, how to work further.

2. Control structure

2.1. Control components

1. Observation.
2. Verification.
3. Assessment.
4. Accounting.
5. Analysis.

- Not all the components of control are presented in pedagogy textbooks. As a rule, they lack observation and analysis. Problematic question: I don't do anything, but just observe. What kind of control is this? Incomplete!

- The younger the students are, the more complete and daily should be the control.

- Children need to know the stages of control to learn self-control.

2.2. Characteristics of control components

- Observation.

  1) Direct (I'm watching myself). The lesson score is based on it;

  2) Indirect – I don't observe myself, but I use the results of observations of other teachers.

- Verification. Types – according to different criteria.

  By number of students: a) individual, b) group, c) frontal.

  By character: a) oral, b) writing.

Oral examenation – survey, interview, collokvium, test, exam. Writing – independent work, test.

Practical: laboratory work, project defense, portfolio.

- Assessment – mental procedure for determining whether the obtained result corresponds to an ideal result (standard).

Assessment can be expressed using: a) mark; b) verbally; c) non-verbally – by gesture, facial expressions, etc.

- Mark – is a point expression of the assessment.

- In the Russian school before the revolution (1917), a six-point marking system with points from 0 to 5 was practiced. In 1918 the 0 mark was removed, and soon there was a transition to a verbal four-point system: «excellent», «good», «satisfyingly», «non-satisfyingly». Then a five-point system from 1 to 5 was introduced. Gradually the "1" disappears from school practice and the marking system becomes four-point again. Sometimes teachers use "plus" or "minus" signs to increase the range of scores («5 -», «4 +»).

2.3. The world experience

- There are more extended scales (nine-, ten- twelve-point, as well as hundred-point systems) in the world. Since the United State Exam appeared in Russia, a hundred-point marking system also is practiced. But it's really easy to convert it into a four-point score: from 81 to 100 – «5»; from 61 to 80 – «4»; from 40 to 60 – «3»; 40 and less– «2» (on the example of Perm State Research University).

- There is an approximate conversion scale, that can be edited by each university. So, the conversion scale in PSU is slightly lower than generally accepted scale.

2.4. Looking for ways to improve marking and assessment

- Looking for ways to improve marking and assessment led, on the one hand, to the refuse of marking, and on the other hand, to more accurate and valid scoring methods.

- Refusal to mark. Shalva Amonashvili conducted an experiment in elementary school on grade-free learning, replacing it with detailed characteristics that are much more informational and useful for both the students and parents than a simple assessment score.

- There were experiments in Germany on using the diagnostic sheets, that gave verbal and numerical characteristics of knowledge, motives for learning, the development of thinking. They also used a report card, that highlighted student behavior, special interests, abilities, skills, level of performance and the actual capabilities of the student in various academic subjects.

- Among attempts to introduce more accurate methods of assessment, you need to point out the Point Grading System (PGS). It became part of the practice of our educational system at the beginning of this century and has been at PSU since 2013.

- There are: 1 – the current student rating in the discipline, 2 – the student rating in the discipline for the semester, 3 – the final student rating in the discipline, 4 – the final academic rating for the semester.

- In addition to academic ones, *PSU has scientific extracurricular ratings and ratings for creative, sports and social activities*.

- There are also the current integral rating (the sum of points of educational, scientific and extracurricular ratings for a certain period of time) and semester integral rating (the position of the student in the list of students, which is determined by the sum of points of the educational, scientific and extracurricular rating at the end of the semester). The semester integral rating serves as the basis for the appointment of an academic, social or advanced scholarship.

3. Test as a form of control

The widespread use of tests has become relatively new for Russian education. Test (from English – sample, research) in psychology and pedagogy – these are standardized tasks requiring either a short answer or choosing the correct answer.

Testing is highly machine processable.

Based on the results of testing, we can see the personal and psychophysiological characteristics of the subjects, as well as the level of knowledge, skills and abilities.

■ Didactic test.

This is a set of tasks based on the covered material. It allows you to determine the degree of mastery of the material.

Strong point of testing – the possibility to check the assimilation of a large volume of material economically (especially when it comes to computer testing), as well as its objectivity, independence from the subjective assessment of the expert (teacher).

But tests are written by people, and standardized tests are not always valid (not always measuring exactly the indicators that's expected).

In addition, the test doesn't always reveal the causes of errors and failures, the nature of thinking, and especially a person's creative potential. All answers that do not match the author's option are simply considered incorrect. It's not always fair.

More control components (after observation, verification and assessment)

■ Accounting as a control component – is a recording both the successes and failures of children, mainly assessment results in the form of marks (diaries, journals and other school documentation). This is not the case with individu-

al training and tutoring. Types of accounting – the same as types of verification: input, current, final, etc.

- Analysis – this is also a mental procedure as an assessment of one's own activities from the point of view of it's effectiveness, that is, the achievement of learning outcomes. If the teacher got the desire result, he can understand how he got it by the process of analysis. If the result doesn't satisfy the teacher, then he thinks about why this happened. Analysis can be general (by many or several indicators) or selective (by one indicator).

Examples of test tasks

- Multiple choice.
  Select sonants from all the given consonants:
  1. [k]
  2. [m]*
  3. [r']*
  4. [z]
  5. [v']
- Matching
  Match the language and the features of its phonological system.
  1. Russian
  2. Chinese
  3. English
  4. Turkmen
  A. is syllabic
  B. characterized by vowel reduction
  C. differentiate between stressed and unstressed vowels
  D. characterized by synharmonism
  Answer: 1B, 2A, 3C, 4D

- Missing a word/ filling the gap

  … – replacement of phonemes within one morpheme in certain phonetic positions.

  Correct answer: alternation

- Detailed response

  (List the types of Russian consonants by place of formation. The answer is correct, if the following types of consonants are named: labial (labiolabial, labiodental), front-lingual, middle-lingual, posterior lingual.)

Strengths and weakness of testing

+ A large amount of verifiable knowledge

+ Time saving

+ Equal conditions for those who are inspected

+ Accuracy of evaluation criteria

+ Convenient to analyze the results and so on.

- Development complexity
- It's difficult to determine the reasons for gaps in knowledge using tests
- Difficult to ensure confidentiality
- Element of chance and so on.

Conclusions

Control – is a necessary part of the pedagogical process, on which the meaning of learning depends.

■ Control as a general function includes such specific functions as observation, verification, assessment, accounting and analysis.

■ The younger the child, the more often and complete the control should be. But we must remember that the ultimate task of control is its gradual transformation into self-control. Until the child learns to evaluate himself, an adult does this for him, gradually transferring these "reins" into the child's hands. That's why mutual checks and self-checks are so useful.

1.5. Modern educational technologies

Key words: *technology, critical thinking, recall, comprehension, reflection, projective technology, group technology, singapore method, case-study, digital technology*

1. Technology of the critical thinking development.

2. Projective technologies.

3. Group technologies (Singapore methods).

4. Case study.

5. Digital technologies.

1. Technology of the critical thinking development

1.1. Critical thinking. Why do we need it?

■ Uncritical thinking makes you automatically believe everything you read or hear.

Critical thinking is an active searching for understanding the real state of affairs through the thorough diagnosing of information, ideas and arguments, and also deep comprehension of a thinking as a fact.

■ Aim: searching for the best explanation of reality that we can suggest.

Technology of the critical thinking development. Aim, stages

Aim: to teach a student to work with educational material independently and meaningfully, critically approach it (discuss, estimate, elicit)

■ Technology consists of three stages:

– recall

– comprehension

– reflection

■ The stage of recall. Methods.

Knowledge and ideas are recalled from the memory and are actualized.

1. Inventory – making the list of the known information

2. Do you believe…? – true and false statements

3. Key words – the teacher says the key words – the students define the topic of the lesson

4. Thin and thick questions – thin: who, what, when, where. Thick: why, what's the difference, what if and so on.

■ The stage of comprehension. Methods.

Receiving and systematising new information.

1. The table KWH: Know – Want to know – Have known

2. INSERT: reading the text and making notes:

- v (tick) – already knew
- + (plus) – new
- – (minus) – gave another opinion, don't agree
- ? (question) – don't understand, have questions

Searching for the answers in the text.

■ The stage of reflection. Methods.

Correlation of the old knowledge (recall) and new ones (comprehension).

1. Returning to the 'true-false' statements.

2. Editing clusters, tables: adding and/or deleting some information.

3. Answers to the asked questions.

4. Syncwine

Mini-test: syncwine

– one noun: syncwine

– two adjectives: laconic, mysterious

– three verbs: captivates, acquaints, compacts

– a sentence (the main idea of the topic): reflects your perception

– a synonym: poetry

According to the model, make your own syncwine. The topic is 'critical thinking'

2. Projective technologies

2.1.

■ Project method is one of the modern educational approaches that is actively used in many educational institutions.

■ It implies organisation of the educational process in the form of practical projects, within which students have an opportunity to independently re-search, analyse and solve real problems and tasks.

2.2. Types of projects at school

■ Research projects. Within this project students choose the topic of research, collect and analyse information, conduct experiments or surveys to get the results and make conclusions. It helps to develop researching skills, critical thinking and analysis of data.

■ Social project. This project is aimed to solve real problems in society or school community. Students may take part in charity, ecology, healthy way of life propaganda and so on. They develop the plan of actions, conduct the

events and estimate the results of their work. It promotes the development of civil responsibility and social skills.

■ Technological project. Within this project students use modern technologies for creating something new or solving the certain task. For example, they can develop a website, an app, a robot or a design project. It helps to develop technology skills, creative thinking and problem thinking.

■ Cultural project. This project is aimed to studying and understanding cultural aspects of different countries and regions. Students may study and present traditions, history, cuisine and art of different cultures. This promotes the development of intercultural understanding and respect.

Plan of conducting a researching project

1. Formulation of the research question: define the topic that you want to research and formulate the certain question, to which you'd like to find an answer. For example, 'how does air pollution affect the health of the citizens in the city X?'

2. Planning of the research: develop the plan of actions that can help you to collect the necessary information and data for your research. Define methods of the research such as surveys, experiments or analysing statistical data.

3. Collecting of the information: collect the necessary information for your research. Use various sources such as books, articles, internet sources or conduct your own researches.

4. Analysis of data: analyse collected data and information. Use various methods such as statistical analysis, graphics and tables to find patterns and make conclusions.

5. Interpretation of results: research the results that you got and make conclusions basing on the analysis of data. Answer the research question and explain its significance and influence.

6. Presentation of the results: develop a presentation or a report which reflects the results of your research. Use various forms such as presentations, posters or videos to present your results clearly.

7. Feedback and rating: present your project in front of the audience or jury who can rate your work. Get the feedback and rates to improve your skills and knowledge.

Plan of conducting a social project

1. Defining an aim and a topic of the project: define the aim of your project and choose the social topic that you want to address. For example, 'Increasing the awareness about the problem of homelessness in our city'.

2. Researching and collecting information: conduct a research on the chosen topic to get the deeper understanding of the problem and possible solutions. Use various sources such as articles, books, interviews and online-resources.

3. Planning and organising: develop a plan of actions for your project. Define what steps and events will be included, distribute roles and responsibilities between the participants of the project.

4. Resources support: define the resources that you need for realising the project. These may include financial facilities, materials, rooms or volunteers. Develop the plan of searching and attracting the necessary resources.

5. Realisation of the project: conduct planned events and activities that will help to reach the aim of your project. It may be an organisation of the conference, conducting an informational campaign, volunteer work and other actions.

6. Rating and feedback: rate the effectiveness of your project and collect the feedback from the participants and interested persons. It will help you to understand how successful your project was and how you can improve it in future.

7. Presentation of results: prepare a report or a presentation which will show the results of your project. Tell about achievements, problems, solutions and future plans. Share your experience and inspire others to act.

8. Conservation and continuing of the work: save the documentation and materials of your project to preserve its results and experience. Develop a plan for future continuing of the work and supporting the social topic that you chose.

3. Group technologies (Singapore methods)

3.1. The main form of work in Singapore methods is a group form of work as they contribute to the development of collective work skills, group communication, peer work.

Singapore methods

- A collective is divided into groups or pairs and studies a small part of the material independently.

- Each student periodically serves as a teacher explaining the point of the question to their neighbour and vice versa

- The teacher carries out so called 'enabled control': listening members of the group one by one, the teacher rates them, corrects, helps and guides.

- About half of the class learn simultaneously to speak and to listen, correct others' mistakes so consolidating, correcting and complementing their knowledge.

- Activity of each student in the process sharply increases, especially when they function as a 'teacher'.
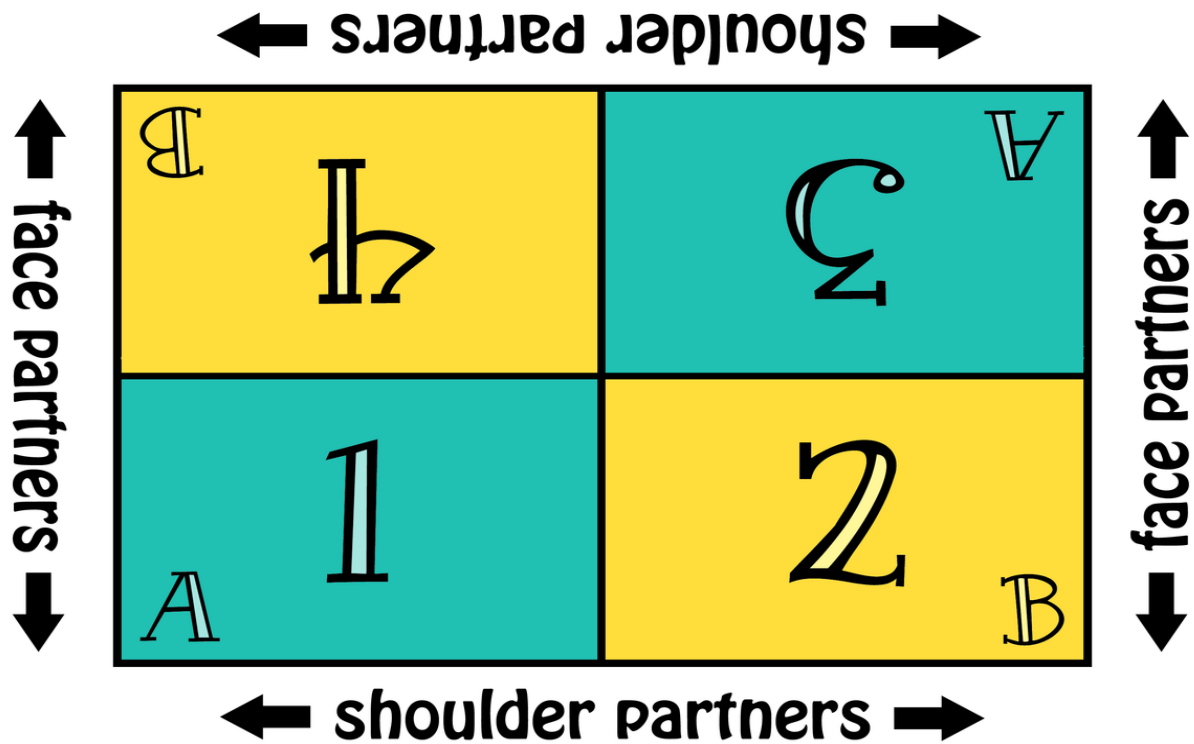
- Each student turns out to be in the center of the question, they have to communicate to teach their partners the things they know themselves, so the positive attitude to the educational process is created.

- Education becomes interesting and productive for every child, the quality of knowledge in every subject significantly grows.

- Students develop communication skills, creative thinking, they learn to cooperate, criticise and accept criticism.

- Every lessons becomes a captivating and saturated game and carries out only positive emotions.

4. Case study

■ Case study – an educational technology that uses descriptions of real economic, social and business-situations. Students should research the case, figure out the essence of problems, suggest possible solutions and choose the best one of them. Cases base on the real fact material or are brought closer to the real situation.

■ The case study method as an educational technology:

1 stage: getting acquainted with the text of the case

2 stage: analysing the case

3 stage: organising the discussion of the case, presentation

4 stage: rating the participants of the discussion

5 stage: summarising the discussion

■ Advantages of the method:

- realism;

- minimal pressure on participants;

- active interaction of participants.

■ Disadvantages of the method:

- emergence of misconceptions;

- lack of concrete conclusions;

- credibility (participants have to identify themselves as the roles suggested in the exercise).

■ The role of the teacher who practises case study.

The effectiveness of the teacher's activity while realising the case study method is connected with realising the following principles:

1) the principle of diversity and effectiveness of the didactic material;

2) the principle of partnership, cooperation with students;

3) the principle of changing the role of the teacher from translating and 'chewing' knowledge to organising the process of acquiring knowledge;

4) the principle of creativity that assumes turning the case and the lesson using it into an individual unique productю

■ The teacher's actions in the case study method:

1 phase: work on creating the case and questions for its analysis

2 phase: teacher's activity in the classroom while discussing the case

■ Example of the case in pedagogy.

- Case: developing communication skills of a student

- description of the case: Maxim who is 9 years old has some difficulties in communication with classmates and teachers. He doesn't speak often, doesn't show initiative and cannot express his thoughts and feelings with words. It affects his educational results and social adaptation in class.

- Aim: Develop Maxim's communication skills to let him successfully interact with people around, express his thoughts and feelings and improve his academic performance.

- It's important to remember that every student is unique and approach to the development of communication skills should be individualised. Constant support, patience and positive feedback will help Maxim overcome difficulties and become more confide and successful in communicating.

■ Steps for solving the problem:

1. Diagnostics: have a conversation with Maxim to figure out reasons for his difficulties with communication. Pay attention to his emotional state, level of self-esteem and degree of comfort while communicating with other people.

2. Individual classes: organise individual classes with a speech therapist or a psychologist that will aim for development of Maxim's communication skills. During these classes games, role plays, exercises for developing skills and expressing emotions may be used.

3. Group classes: Conduct group classes aimed for development of social skills and communication. Involve Maxim into various team games, projects and discussions to let him practise communication with classmates and teachers.

4. Support in class: cooperate with Maxim's teacher to create supporting environment for Maxim. The teacher should pay attention to his progress in the development of communication skills and encourage his efforts. Besides, it's important to give Maxim a possibility to perform in front of the class, participate in discussions and other activities that promote the development of his communication skills.

5. Cooperation with parents: constant communication with Maxim's parents to inform them about his progress and give recommendations for developing his communication skills at home. Parents can regularly speak to Maxim, ask questions, support him in expressing his thoughts and feelings.

6. Estimating the results: regularly estimate Maxim's progress in developing communication skills and also his academic performance and social adaptation in class. Have conversations with Maxim, his teacher and parents for discussing achievements and defining the following steps.

5. Digital technologies

■ Distance learning: Due to internet-technologies and platforms for online-learning students can study materials and do exercises in any comfortable place and time. It allows them to plan their time flexibly and get education distantly.

■ Multimedia presentations: Teachers use multimedia or such as slides, video and audio materials to make educational process more clear and interactive. It helps students to better understand and remember information.

■ Collaborative learning: Modern technologies allow students cooperate and exchange information with the help of online-platforms and tools. It allows them to work in groups, discuss ideas and solve tasks together even being in different places.

■ Interactive online-courses: There are special platforms that offer interactive online-courses where students can study materials, do exercises and get a feedback from teachers. It allows them to study independently and develop their skills.

■ Virtual reality and augmented reality: Some educational programs use virtual reality and augmented reality for creating immersive educational environment. Students can simulate real situations and get practical experience which helps them better understand and use studied concepts.

■ Adaptive learning: Systems of adaptive learning use artificial intelligence and analytical tools for personalisation of educational process. They analyse data about a student's progress and their needs to suggest individual materials and tasks.

Conclusion

■ Modern educational technologies promote the formation of students' skills that are necessary in the modern information society. They help them to become active and critically thinking civilians who are able to analyse information, make reasonable decisions and successfully deal with future challenges.

1.6. Pedagogical communication

Key words: *communication, perception, competition, cooperation, empathy, inter-action*

1. Communication: the concept, errors, the three sides of communication, levels of communication.
2. Pedagogical communication. Styles of pedagogical communication.
3. Characteristics of personal qualities that a modern teacher should possess.

1. Communication: the concept, errors, the three sides of communication, levels of communication

1.1. The concept of communication

■ Communication – information exchange between individuals in the process of their interaction for the sake of mutual understanding (G.M. Andreeva)

■ Three sides of communication (perception, communication, interaction)

- The perceptual side of communication means the process of perception and cognition of each other by communication partners and the establishment of mutual understanding on this basis. It is focused on forming the image of a partner, reading his psychophysiological characteristics that reflect his possible behavior.
- The communicative side of communication consists in the exchange of information between individuals. It can be carried out verbally or nonverbally.
- The interactive side of communication consists in the organization of interaction between individuals, that is, in the exchange of not only knowledge, ideas, but also actions. It is focused on defining communication strategies – cooperation (cooperation), rivalry (competition).

1.2. Communication mistakes

■ Creating an imaginary image of a communication partner that does not correspond to his real image.

■ Communication without taking into account the ethnonational characteristics of people.

■ Underestimation of the temperature regime, illumination and color in the place of communication.

■ Weak use of the empathic mechanism in the process of communication. Empathy is the experience of another person`s feelings, thoughts, or attitudes. There are three types of empathy:

1) empathic response – experiencing an emotional reaction similar to the manifestations of emotions of another person;
2) acceptance of perspective – representation;
3) sympathetic response – a feeling of caring, complicity, compassion directed at another.

1.3. Levels of communication

■ The primitive level. The general characteristic of this level is as follows: the interlocutor is not a partner, but an object that is necessary or disturbing. If it is necessary, it is necessary to master it, if it is interfering, it is necessary to push it away.

■ Manipulative level. For him, a partner is a rival in a game that must be won by all means. Winning means a benefit: if not material or everyday, then at least psychological, which consists in reliably fitting in with a partner "from above" and being able to give him injections with impunity.

■ The ritual level. There is no genuine interaction at this level. Communication here – contact masks: " he afraid" (are mask o, mas you don't touch me, "tiger mask" (mask of arrogance, inaccessibility – to

- Business level. Communicating at this level, people bring out of contacts not only certain visible "fruits" of joint activity, but also exceptionally persistent feelings of mutual affection, trust and warmth. Or, on the contrary, almost irremediable antipathies to each other.

- Game level. We reach this level of communication only with those people whom we know at least a little and with whom we are connected by a certain feeling — if not mutual, then at least not overshadowed by disappointments and resentments. At this level, the partners are "reflected in each other" as good actors. This level of communication is closely related to a sense of humor.

- The spiritual level. The partner is perceived as a carrier of the spiritual principle, and this causes a reciprocal feeling akin to reverence. This level combines the most attractive features of other levels (live interest in the partner's personality, mutual motivation for spontaneity, a joint search for truth, a plausible desire for unanimity ere it ise not the selection of topics that is important, out the depth of the "dialogical unforgettable. And here it is not the selection of topics that is important, but the depth of the penetration" of people into each other.

2. Pedagogical communication. Styles of pedagogical communication.

2.1. Pedagogical communication incorporates signs of many levels, starting with business. It, first of all, aims to involve a partner (student, student) in the process of learning, education, development.

- Pedagogical communication is largely ritual communication: when coming to the classroom or entering the student auditorium, the teacher puts on a mask of benevolence, shows a sample of politeness, delicacy, self-control. Of course.

- Pedagogical communication is also game communication. Teachers with a sense of humor and a special love of students enjoy able to joke.

■ Pedagogical communication is characterized by the most valuable and highest level of communication – spiritual, aimed at mutual enrichment, the search for truth, awareness. This is the unforgettable feeling of touching the truth, of discovery, for which we spend 12, 16, 18 years of our lives attending school, college or higher education institution.

2.2. Styles of pedagogical communication

■ Traditionally, there are three styles of pedagogical communication: authoritarian, liberal and democratic.

– The authoritarian style is characterized by a functional-business approach to students.

– The liberal style is based on connivance, familiarity and anarchy.

– The democratic style is based on taking into account the individual characteristics of children, their personal experience, the specifics of their needs and capabilities.

■ The style of pedagogical communication by V.A. Kan-Kalik.

– Communication is based on high professional attitudes of the teacher, when communication is stimulated by common professional interests. This can be a relationship of "Supervisor and undergraduate student" or "Supervisor and graduate student", "Teacher and members of the scientific circle" Students (schoolchildren) follow such a teacher!

– Communication based on a friendly disposition, based on passion for a common cause. The teacher here acts as a mentor and participant in joint activities. Here a teacher (especially a young one) may be in danger the development of relations into familiarity.

– Communication-distance based on teaching authority and professionalism, age and life experience.

– Communication-intimidation. An inhumane, negative form of communication caused by pedagogical helplessness. The use of horror stories like "see you on the exam".

– Communication-flirting, when a teacher flirts with schoolchildren, trying to gain popularity among children as soon as possible. Leads to false authority.

■ Styles of communication by M. Talen.

– The Socrates model. The teacher is a lover of discussions and disputes, deliberately provokes students, teaching them to defend and defend their own point of view.

– The "Group Discussion Leader" model. The teacher strives to achieve cooperation and agreement between students, and assigns himself the role of mediator.

– The "Master" model. The teacher in this model is always a role model and not so much in school as in life.

– The "General" model. The style is based on strict demands and unquestioning obedience of children.

– The "Manager" model. The teacher prefers to discuss the meaning with everyone solves the problem, monitors the progress of the solution and gives an assessment the final result. Encourages initiative and independence.

– The "Trainer" model. The teacher serves as the inspirer of group efforts to achieve success.

– The "Guide" model. It is characteristic of an encyclopedic teacher who is always sure that he knows the answers to all questions.

3. Characteristics of personal qualities that a modern teacher should possess

3.1. Modern teacher should have a number of important personal qualities that will help him effectively fulfill his professional role. Here are some of them:

1. Professionalism. A modern teacher should have deep knowledge and competencies in his subject area. He must be aware of the latest trends and developments in his field and is ready to constantly update his knowledge and skills.

2. Passion for learning. The teacher must have a sincere passion for learning and knowledge transfer. He must be motivated and inspired to get interested and motivate your students.

3. Empathy. An important quality of a teacher is the ability to understand and perceive the emotions, needs and individual characteristics of each student. Empathy helps the teacher to create a supportive and trusting environment in the classroom.

4. Adaptability. A modern teacher should be flexible and adaptive to the changing needs and expectations of students. He should be able to apply various methods and approaches to teaching in order to meet the individual needs of each student.

5. Sociability. A good teacher should have excellent communication skills. He should be able to explain complex concepts clearly and easily, ask questions and stimulate active discussion in the classroom.

6. Organization. The teacher must be organized and be able to effectively plan your work. He should have clear goals and a structured approach to learning in order to make the most of his study time.

7. Innovativeness. A modern teacher should be open to new ideas and innovations in the field of education. He should be ready to use new technologies and teaching methods to make learning more interesting and effective.

Conclusion

■ Each teacher should strive to develop his own individual style in pedagogical communication. The optimal individual style is a style based on the strengths of the teacher's personality and compensating for the weaknesses of his temperament, abilities of the individual as a whole.

1.7. Trends in the development of higher education in Russia

1. Global trends in modern education.
2. Trends in the development of Russian education in comparison with the world educational systems.
3. Modern university models and their transformation.
4. New orientations of educational policy of universities.
5. Main trends in the digitalization of higher education.
6. Social mission of universities.

1. Global trends in modern education

- Globalization of education – creation of a single world educational space based on digitalization
- Mass of education is access to education of broad strata of population, transformation of education from elite to mass; growth of tendency of «new elite education»
- Democratization of education – access to and accessibility to the right to education; autonomy of educational institutions
- Technology of education – avalanche-like distribution of information and now digital technologies in education; the phenomenon of the MoE (mass open online courses); the digital counter-revolution
- The increasing importance of education in the development of human capital as a major driver of economic growth is an investment in education that can boost economic growth by 3-4 per cent per annum (Russia 5.5 per cent of total GDP; Germany 10 per cent; Norway 16 per cent)
- The continuity and lifetime of education can be both vertical (lifelong education) and horizontal (parallel education at different levels, self-learning)

- Increasing competition for talents is a process, in many ways inverse to internationalization, the Bologna process, the system of unification of educational outcomes. Today, many countries think about the possibility of ignoring the international trend and implementing educational protectionism policies to avoid becoming an educational province.

2. Trends in the development of Russian education in comparison with the world educational systems

2.1. General level of education of the Russian population
- The population of the Russian Federation, one of the most educated in the world, is second only to Ireland and Canada.
- If we consider the structure of education, more than 40% of Russians have graduated from the VTS, more than 50% have graduated from postgraduate or doctoral studies – 1%. The OECD average is 17%, 81% and 3%, respectively.

2.2. Attractiveness of Russian education
- Russia accounts for 6.8 per cent of the world tertiary education market (the percentage of foreign students studying in the country in the total number of foreign students in the world). By this indicator, our country is second only to the United States, the United Kingdom and Australia, mainly for undergraduate programmers. According to master's programs we are inferior to France and Germany, and graduate students are lowered to 14th place. In other words, we go to study the simplest programs.
- While 27 per cent of OECD countries have students from other OECD countries, only 1 per cent have foreign students. Among the foreign students of Russia 4% – from China, 2% from India, and 43% – from the countries neighboring Russia.
- It should also be noted that Russia is a net exporter of education, that is, the number of foreign students who came to us is larger than the number of Russians studying abroad. The ratio of foreign students in Russia to Russians

studying abroad is 5:1. Half of Russian students abroad come from five countries: Germany (17%), Czech Republic (10%), USA (9%), UK (7%) and France (6%).

2.3. Expenditure and funding in education

- Expenditure levels in primary and secondary education vary widely across countries. The average cost per pupil in OECD countries is $10,000 per year. The average cost per pupil is $1 per year. In Russia, this indicator is less than twice (4.2 thousand. dollars.). In higher education, the range of variations is even wider: from 7.1 thousand. dollars. per student per year in Latvia up to US$ 52,000. in Luxembourg, with an average of US$ 16.5,000 per student per year. In Russia, this figure is 9.5 thousand. dollars per year.
- Government participation in pre-school education also varies widely. At the same time, there is a trend: the higher the level of economic development of the country, the greater a share of expenditures for pre-school education is borne by the State. In Russia, the State's share of pre-school education expenditure is 88 per cent.

3. Modern university models and their transformation

3.1. Classical University Models

- Appeared in the Middle Ages
- From 1815 to 1850, classical universities were formed in Europe and around the world
- Classical universities – exclusively academic; no research
- **The German model of the university**, where scientific and academic activities are inextricably linked components of university life.
- **British Model Boarding University** is in close contact with faculty and mentor
- **The French university model** is a caste universities with a special atmosphere for training management elite

- **The Chicago model** is a general education program with a strong humanitarian focus.

3.2. Models

- **University 1.0** is an educational
- **University 2.0** is all about research
- **University 3.0** is a commercial (benefiting from scientific results)
- **University 4.0** is a new model of the university as a center of social development, development of territories and branches of economy

3.2.1. University 3.0

The model of such a university is based on the following principles:
- Entrepreneurship as a discipline
- Entrepreneurship as a learning method
- Entrepreneurship in organization and management
- Business culture
- Partnership with business
- Internationalization

3.2.2. University 4.0

- Centre for Social, Territorial and Sectoral Development
- The platform for collaboration among researchers, teachers, students, business organizations, governments, urban communities in addressing social and economic challenges

Features of education at the University 4.0 as a university future:
- Formation of the sphere of elite high-level offline education in the leading universities of the country and the world for high-income population groups;
- Democratization of education;
- Increasing the availability of online education
- Rising inequality in education: online education – education
- lower quality, offline education – high quality education for the rich;
- Implementation of a mixed learning format (online+offline) 55;

- stable growth of private education companies (for example,
- Ed Tech, Skill box);
- Increasing the number of English-language programmes;

The main characteristics of the University 4.0 as a future university:
- Flexibilization (flexibility) of educational programs: the prevalence of modular short-term programs, which allow you to acquire new competencies in a short time; escape from classical education programs;
- Moving from testing and scoring/performance assessment to the evaluation of competences acquired by students by independent experts or through special programmes, platforms;
- digital online and platform education: use of the Internet, various services and platforms for education;
- Digital format of the education document;
- Interdisciplinary and cross-qualification: multidisciplinary skills
- Changing the role of teachers: Educators/mentors/facilitators of communities based on shared learning and commitment
- adaptive education – a critical increase in the role of the student in the formation of his individual educational program;
- High speed of transformation (educational programs, learning trajectories)
- development of a combination of professional skills in students: cognitive (systemic and critical thinking), social (teamwork and self-management skills) and digital

4. New orientations of educational policy of universities

- Focus on the practical applicability of knowledge.

Modern higher education institutions try to provide students with practical skills and competencies required in the labour market. This includes the active use

of practical exercises, internships, design work and other forms of learning that help students apply their knowledge in practice.

● Interdisciplinary approach.

The complexity of modern problems requires the integration of knowledge and methods from different fields. Higher education institutions aim to provide students with the opportunity to study various disciplines and develop the ability to interdisciplinary thinking.

● Digital and information technology development.

In light of the rapid development of digital technologies, higher education institutions are actively introducing new methods of learning, using information technologies: online courses, distance learning, virtual laboratories and other forms of training, that help students access knowledge and resources from any-where in the world

● Development of critical thinking and self-education skills.

Modern higher education institutions try to develop students' skills of analysis, critical thinking, independent and permanent learning. This helps students become flexible and adaptable to the changing requirements of modern society.

● Strengthening international cooperation.

Higher education institutions are actively promoting international cooperation, including student and teacher exchanges, joint research and training programmes. This helps students gain intercultural experience and a global perspective.

5. Main trends in the digitalization of higher education

● Online education.

The opportunity to receive education online is becoming increasingly popular. The universities offer online courses, distance learning programs and virtual classes that allow students to study materials and perform assignments at a convenient time and place.

- Technology in learning.

The use of various technologies, such as interactive whiteboards, virtual reality, adaptive educational programmes and mobile applications, helps to improve learning and make it more interactive and effective.

- Data Analytics.

The collection and analysis of data on students enables universities to better understand their needs and provide personalized training. Data analysis helps identify good practices and problem areas and predict learning outcomes.

- Flexibility and individualization.

Digitalization allows universities to offer flexible educational programmes that take into account students' needs and individual circumstances. Students can choose courses and modules according to their interests and goals.

- Interdisciplinary and collaborative.

Digitalization promotes collaboration between universities and various institutes and organizations. Online platforms and online resources allow students and teachers to share knowledge and ideas, and participate in projects and research together.

- Digital valuation and feedback.

Digital tools enable universities to assess students' knowledge and skills more effectively and objectively. Online tests, automated tests and analysis of results help universities provide feedback to students and assess their progress.

6. Social mission of universities

- Education.

Universities provide high quality education that helps students to develop their knowledge, skills and competencies. The education obtained at the university is the basis for further career and personal development of students.

- Scientific research.

Universities are centres of scientific research, where research is carried out in various fields of knowledge. This promotes the development of science and technology, as well as the creation of new knowledge and innovation.

● Social interaction.

Universities interact with society by providing expert support and advice, organizing social events and cultural programmes, and engaging in social issues and challenges.

● Development of the region.

Universities play an important role in the development of the regions where they are located. They contribute to economic development, job creation, support for entrepreneurship and innovation, and cultural and social development.

● Education of civic values.

Universities seek to inculcate civic values in their students, such as responsibility, ethics, tolerance, respect for differences and active participation in public life.

CHAPTER 2.
MATERIALS FOR PRACTICAL LESSONS

2.1. Reports

Topics for reports

1. Comparative analysis of higher education systems around the world.

2. Comparative analysis of higher education systems of China and Russian.

3. Analytical review of the problems of higher education in the Russian Federation.

4. Analytical review of the problems of higher education in China.

5. Rating control system at a university: pros and cons.

6. Continuing education: problems and prospects.

7. Competence-based approach at the university.

8. Bologna process: pros and cons.

9. Development of critical thinking in students.

10. Oratory as a component of a teacher's pedagogical skill.

11. The problem of educating students.

12. Features of adolescence.

13. Features of generation Z.

14. Test as a form of control: pros and cons.

15. Conflicts in the teaching environment: student-student, teacher-student.

16. Modern university teacher.

17. The image of a teacher in cinema and literature.

18. The image of a modern Chinese student.

19. The image of a modern Russian student.

20. The problem of communication between teacher and student.

21. Innovation processes in modern higher education.

## *Requirements for the report:*

1. The report is prepared in the form of a presentation.

2. The presentation has 12 slides.

3. Slide 1 – topic. Title of the report.

4. Slide 2 – "Why did I choose this topic?" Personal and social relevance of the topic.

5. Slides 3–5 – theory: brief analysis of the sources studied, the degree of study of the topic, what was discovered.

6. Slides 6–8 – practice: examples of applying theory in practice.

7. Slides 9–10 – conclusions: what benefits did you gain from studying this topic? How did you enrich yourself? What new did you learn? What did you learn? What will you do differently now?

8. Slide 11 – your own thoughts on this topic: personal experience, suggestions for changing and improving the situation in the area of the chosen topic.

9. Slide 12 – sources used.

The font in the presentation is 18. The slide should not be overloaded with text – no more than 5 abstracts per slide. Graphs, tables, and relevant drawings are welcome.

Speech time is no more than 10 minutes.

2.2. Crosswords

Crossword for lecture **«General characteristics of higher education in Russia»**
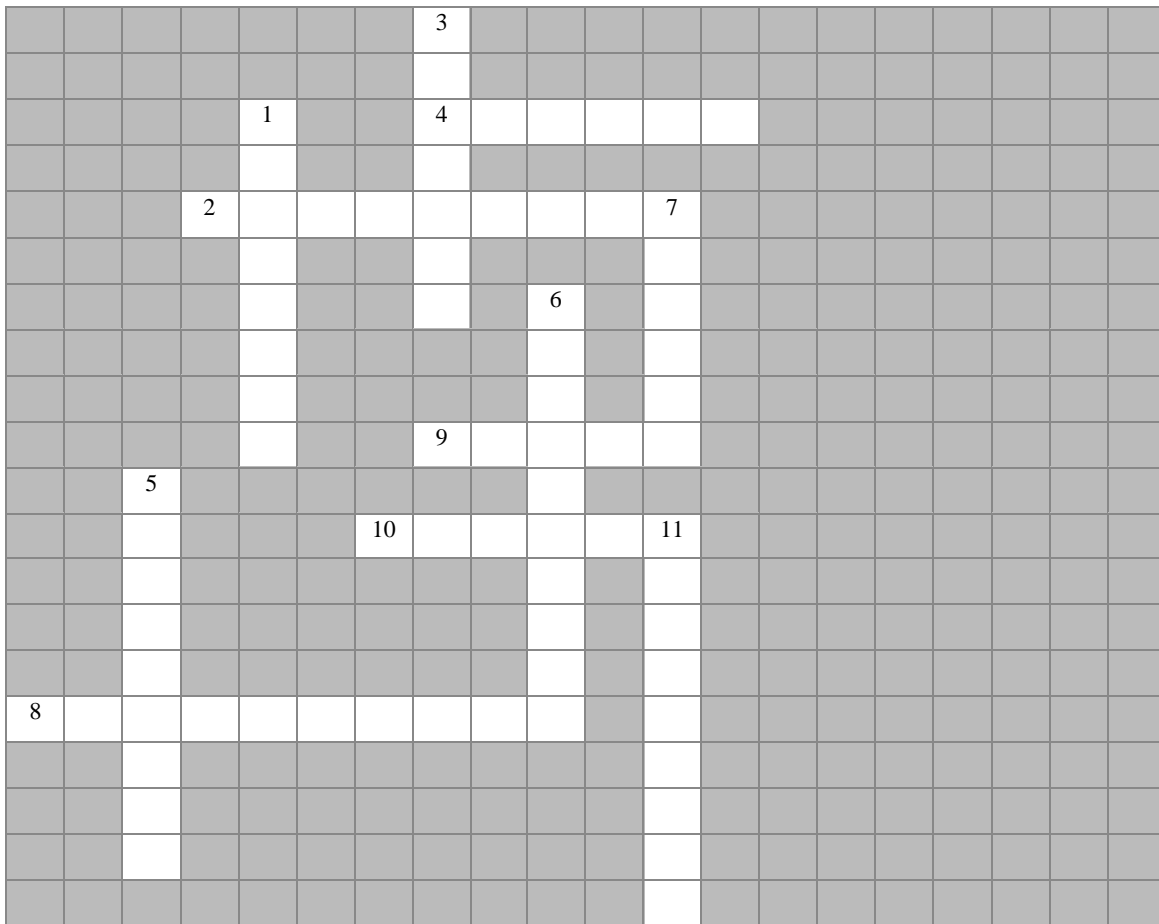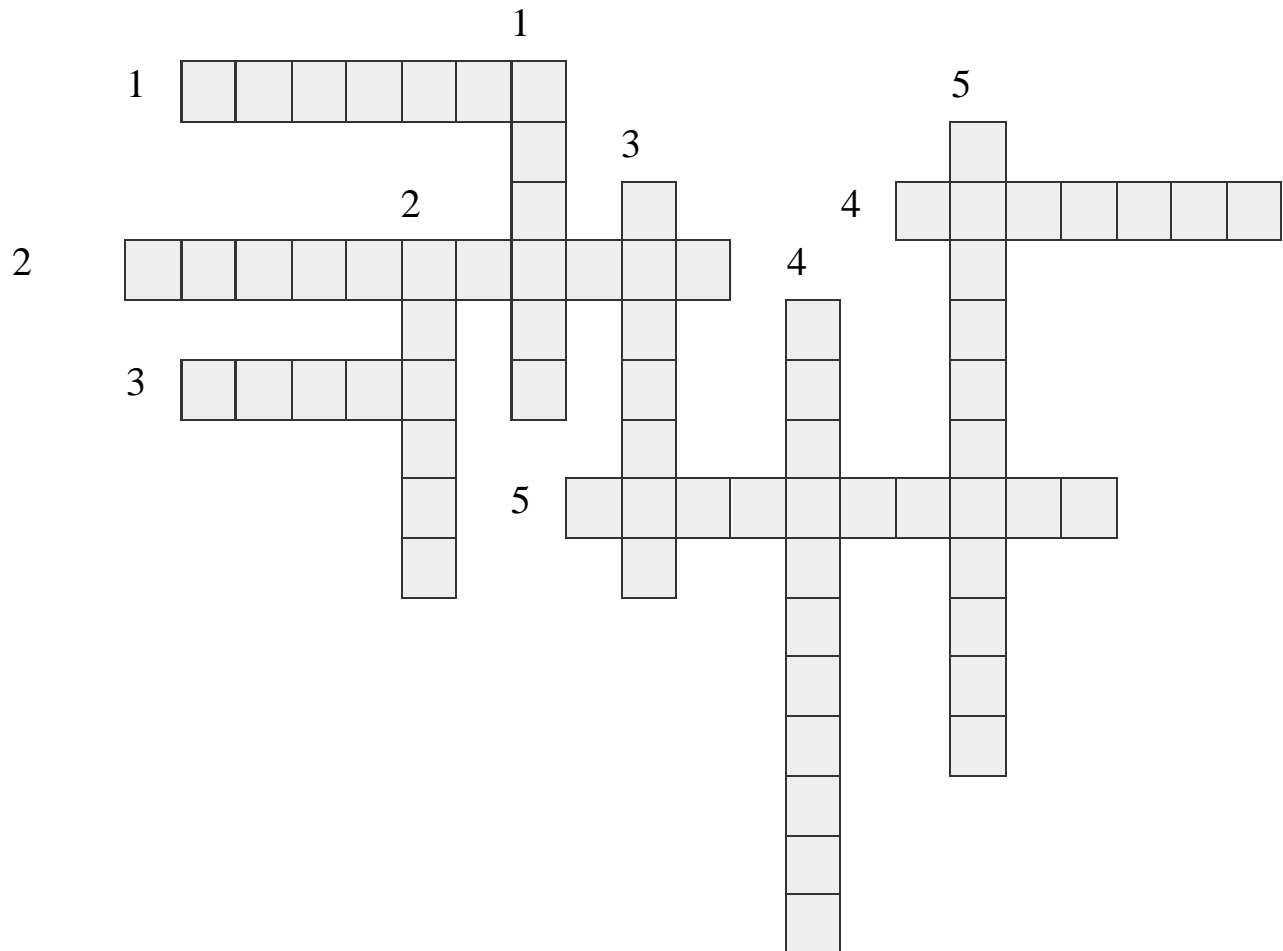

Horizontally:
2. A postgraduate academic degree awarded by universities or colleges.
4. An organized set of components or procedures.
8. The academic subject or professional discipline pursued by a student.
9. A position in a scale or rank, especially in education.
10. An academic title conferred by universities or colleges as an indication of completion of a course of study.

Vertically:
1. An academic title conferred by universities or colleges as an indication of completion of a course of study.
3. A postgraduate academic degree awarded by universities or colleges.
5. Facts, information, and skills acquired by a person through experience or education.
6. The institution where students pursue higher education.

7. Facts, information, and skills acquired by a person through experience or education.
11. The process of receiving or giving systematic instruction.

Crossword for lecture **«The Bologna Process»**

Horizontally:
2. Time units of study load.
3. Higher education document signed by 29 countries.
4. Converting the assessment of students' educational outcomes.
5. The city where the declaration was signed.
6. Scoring of points into a mark.

Vertically:
1. The multiplicity of elements in Bologna declaration training.
2. Grading scale among students.
3. Activities to test knowledge.
4. The strength of the system, which reduces the subjectivity of evaluation.
5. The weakness of the system, which is due to the ranking among students.

Crossword for lecture **«Forms of organization of the educational process in higher education»**
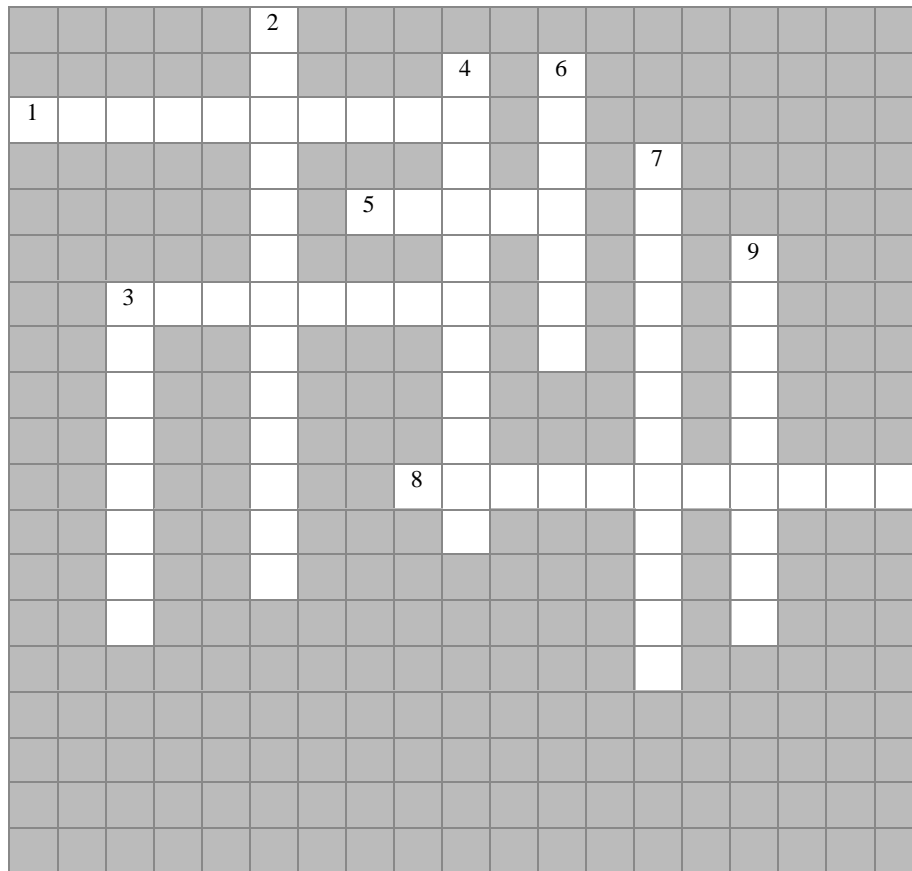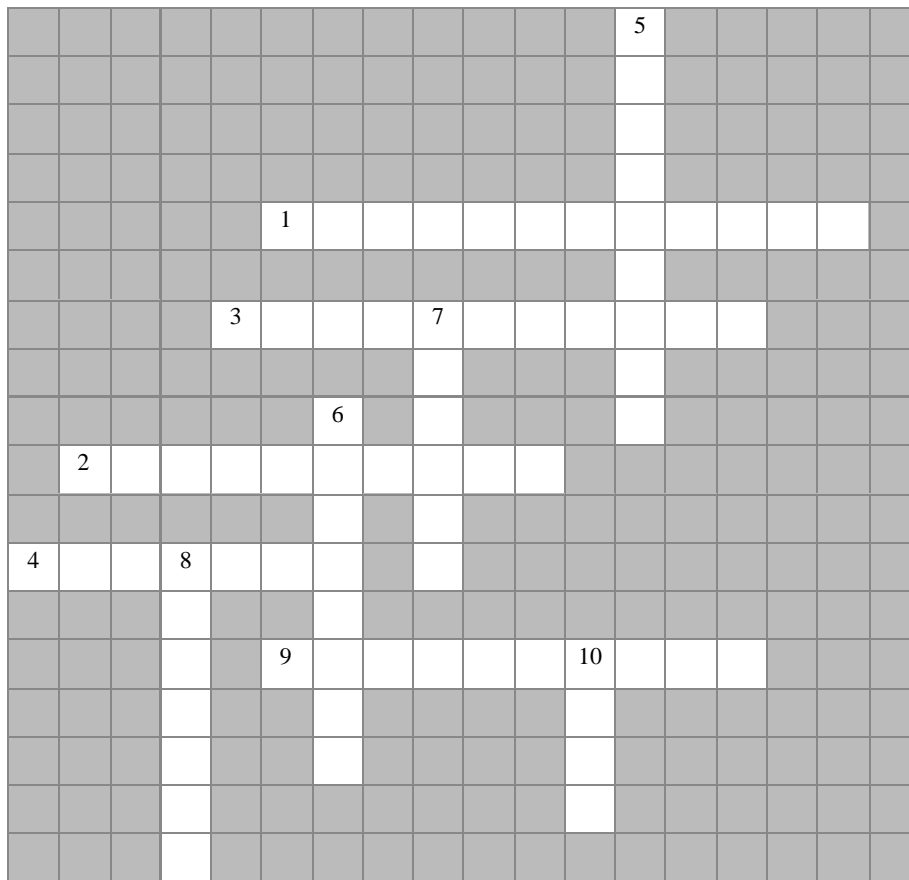

Horizontally:

1. Type of seminar where students discuss and analyze material.
3. Process involving listening and note-taking in a lecture.
5. Lecture where a guest speaker shares professional experiance.
8. One type of lecture involving dialogue and questions.

Vertically:

2. Type of lecture that uses visual aids.
3. Aspect of a lecture involving student engagement.
4. Primary type of student's independent work.
6. The main type of class in higher education.
7. Method of teaching in hifher education involving oral delivery.
9. One of the main characteristics of a lecture related to clarity and accessibility

Crossword for lecture «Control and assesment of the higher educational institution»

|												5					
				1													
			3				7										
					6												
	2																
4			8														
				9					10							

Horizontally:

1. Extra or final bit of proof that establishes something is true.

2. A recording both the successes and failures of children,

3. Something more intense than just a quick glance at something/ somebody

4. A function of the teacher, that involves obtaining information about the state and results of learning

9. Mental procedure for determining whether the obtained result corresponds to an ideal result.

Vertically:

5. Whenever you learn something new, you are getting some amount of it

6. Assessment of one's own activities from the point of view of it's effectiveness

7. A valuation or rank on a scale.

8. The process of evaluating how something works or how well students have learned.

10. A point expression of the assessment.

# Crossword for lecture 5 «Modern educational technologies»
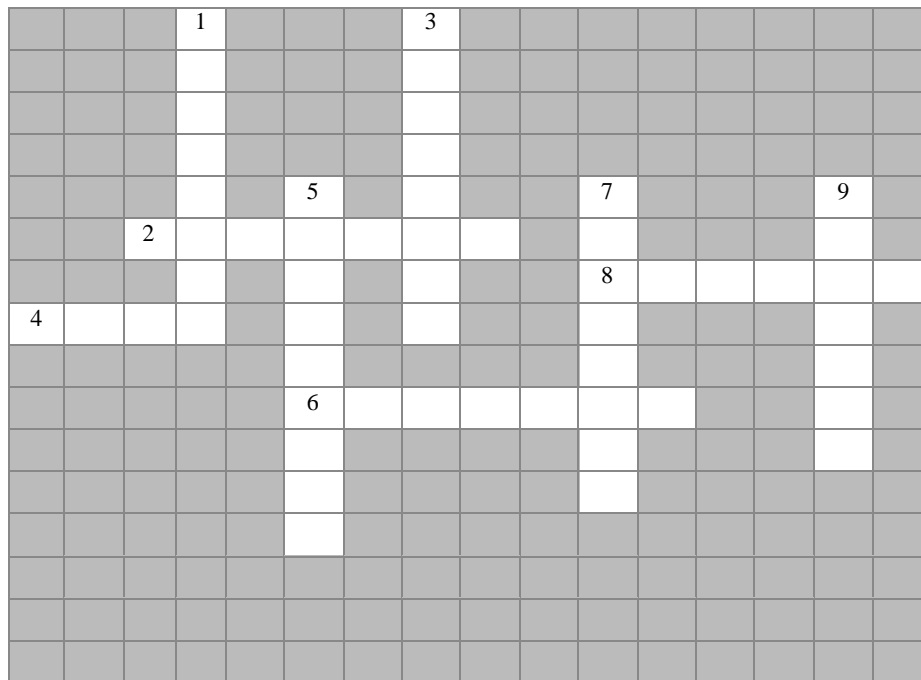
Horizontally:

2. A diverse range of tools, systems, and devices that use cyber information and processes to enhance various activities, including pedagogical are called … technologies.

4. An educational technology that uses descriptions of real economic, social and business-situations is called … study.

6. A type of assignment, typically involving research or design, that is carefully planned to achieve a specific objective.

8. A technology of reading when you make notes about what you already knew, what you don't know, what you disagree with, what you don't understand.

Vertically:

1. A short, non-rhymed poem of five lines used to reflect on any activity.

3. A response or commentary to an educational action, product which is crucial to be done by teacher after students conduct a project.

5. The method when the collective is divided into groups or pairs and studies a small fraction of the material itself.

7. An active searching for understanding the real state of affairs through the thorough diagnosing of information, ideas and arguments, and also deep comprehension is called … thinking.

9. A simulated experience that employs pose tracking and 3D near-eye displays to give the user an immersive feel of an unreal world is called … reality.

# Crossword for lecture 6 «Pedagogical communication»
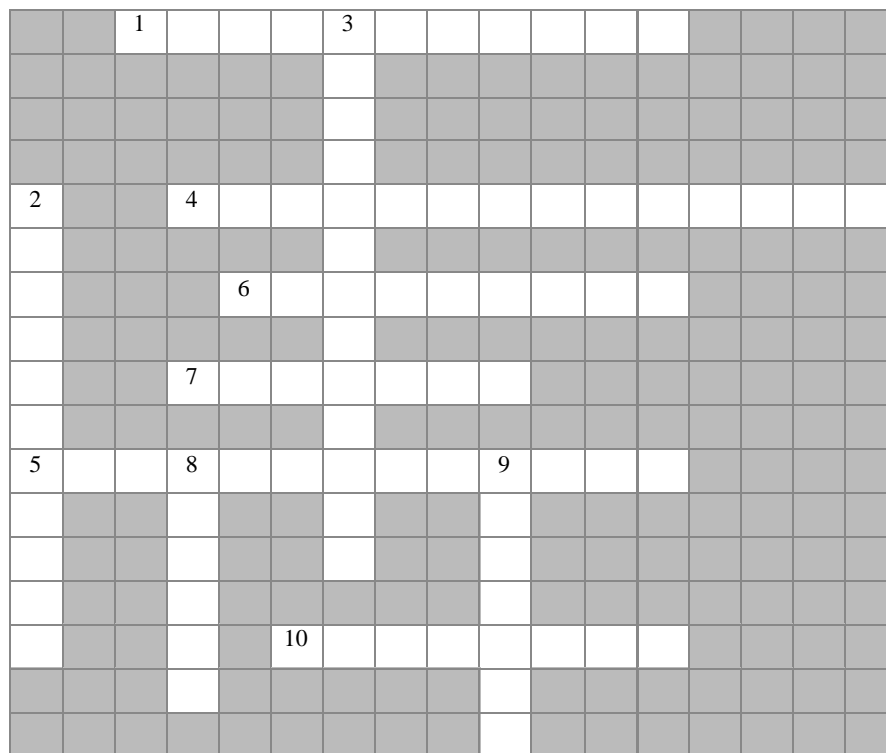
Horizontally:

1. Teacher should be able to explain complex concepts clearly and easily, ask questions and stimulate active discussion in the classroom.

4. Teacher should be ready to use new technologies and teaching methods to make learning more interesting and effective.

5. This is information exchange between individuals in the process of their interaction for the sake of mutual understanding.

6. The general characteristic of this level is as follows: the interlocutor is not a partner, but an object that is necessary or disturbing. If it is necessary, it is necessary to master it, if it is interfering, it is necessary to push it away.

7. This is the experience of another person`s feelings, thoughts, or attitudes.

10. Communicating at this level, people bring out of contacts not only certain visible "fruits" of joint activity, but also affection, trust and warmth.

Vertically:

2. This side of communication. It is focused on defining communication strategies – cooperation (cooperation), rivalry (competition).

3. This style is characterized by a functional-business approach to students.

8. The teacher in this model is always a role model and not so much in school as in life.

9. The teacher in this model serves as the inspirer of group efforts to achieve success.

Crossword for lecture 7 «Trends in the development of higher education in Russia»
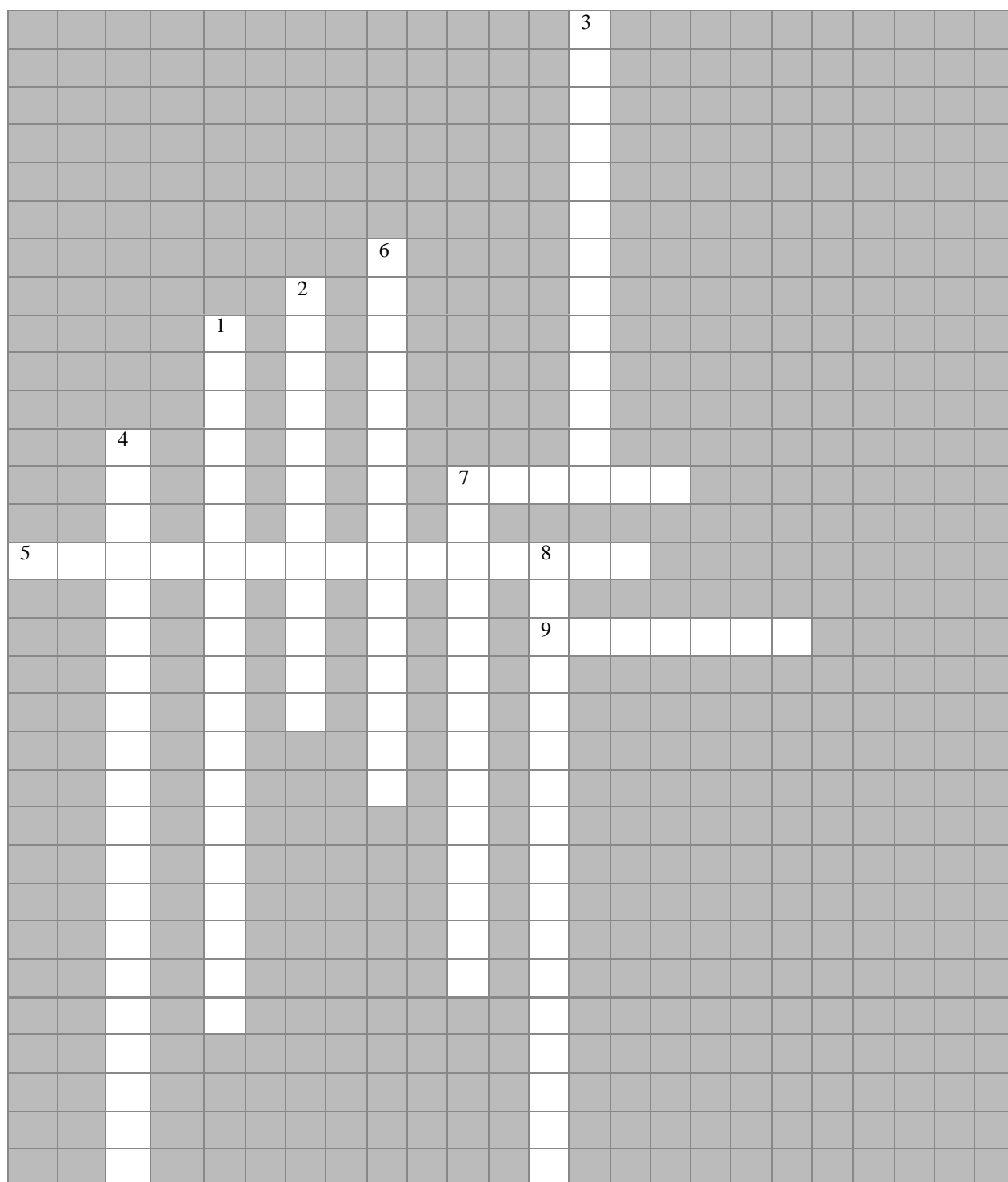
Horizontal:

5. The big amount of short-term programs
7. Signify a surge in interest
9. Education which provided by using electronic technologies

Vertical:
1. Combining two or more academic fields
2. The student's influence to his academic program
3. The process of adapting different countries' education patterns
4. Accepting international students
6. Students' right to get an education
7. The process of changing
8. Increasing of students' indivi

CHAPTER 3.
ASSESSMENT MATERIALS

3.1. Questions and tasks for self-shecking

Questions and tasks after the lecture 1
«General characteristics of higher education in Russia»

1. How the education system in Russia is regulated?

2. What subsystems does the education system in Russia consist of?

3. How many levels are there in the general education system in Russia? Name them.

4. How many levels are there in the vocational education system in Russia? Name them.

5. What educational institutions are included in the general education system in Russia? Vocational education? Additional education? Special correctional education?

6. What are the levels of education management in Russia?

7. What institutions represent the higher education system?

8. What types of universities are there in Russia?

9. What types of academy are there?

10. What types of institutions are found in Russia?

11. Is there free higher education in Russia?

12. What levels of higher education exist in Russia?

13. How long does a bachelor's degree last in Russia?

14. Who can study for a master's degree in Russia?

15. Is there a specialty in Russia?

16. How many years does it take to study in graduate school in Russia?

17. What additional professional programs exist in Russia?

18. What are the features of higher education in Russia?

Questions and tasks after the lecture 2 «The Bologna Process»

1. What are the reasons for appearance of the Bologna Process?

2. When was the Bologna Declaration adopted?

3. What is the main content of the Bologna declaration?

4. What is the essence of the Bologna system?

5. Was Russia in the Bologna Process? When?

6. What is the essence of the PRS?

7. How points are calculated?

8. How are points converted to grades?

9. What are the strengths of the BRS?

10. What are the weaknesses of the BRS?

Questions and tasks after the lecture 3 «Forms of organization of the educational process in higher education»

1. List the basic requirements for a lecture.

2. What to keep in mind when preparing for a lecture?

3. What are the positive and negative aspects of the lecture?

4. What varieties of lecture are there?

5. What is the difference between a seminar and a lecture?

6. What varieties of seminar are there?

7. What is the structure of the seminar?

8. What is a debate?

9. What levels can be distinguished in students' independent work?

10. What recommendations on the organization of students' independent work can be given to the teacher?

Questions and tasks after the lecture 4 «Control and assessment of the higher educational institution»

1. What is control?

2. What functions does control perform?

3. What types of controls exist?

4. Give examples of each type of control.

5. What are the control requirements?

6. What are the components of control?

7. What is observation?

8. What is verification?

9. What is assessment?

10. What is accounting?

11. What is analysis?

12. What is a point rating system of assessment?

13. What is a test?

14. What are the 4 forms of test cases?

Questions and tasks after the lecture 5 «Modern educational technologies»

1. What are the three stages of critical thinking technology?

2. What methods can be used in the recall stage, the comprehension stage, and the reflection stage?

3. What methods can be used in the comprehension stage?

4. What methods can be used in the reflection stage?

5. What are the types of projects?

6. What is the teaching technology of the Singapore technology?

7. What stages can be distinguished in case study technology?

8. Give an example of a problematic situation from your school life.

9. What digital technologies do you know?

10. What modern educational technologies have you encountered in your school or college life? Give examples.

Questions and tasks after the lecture «Pedagogical communication»

1. What is communication?

2. What are the three sides of communication?

3. Give a brief characterization of the perceptual side of communication.

4. Give a brief characterization of the communication side of communication.

5. Give a brief characterization of the interaction side of communication.

6. Name the 6 levels of communication.

7. What levels of communication are used in pedagogical communication?

8. What styles of pedagogical communication are distinguished in the traditional classification?

9. What is the best communication style?

10. Name the most important qualities of a modern higher education teacher.

11. What is the individual pedagogical style?

Questions and tasks after the lecture «Trends in the development of higher education in Russia»

1. What global trends exist in higher education?

2. What classical models of universities do you know?

3. What modern models of universities do you know?

4. Give a brief characterization of each university model

5. What principles is the University 3.0 model based on?

6. What features of education at the University 4.0? Only key words

7. What new orientations of educational policy of universities?

8. What main trends in the digitalization of higher education?

9. What is the essence social mission of universities?

3.2. Final test

1. State the criteria for evaluating a seminar class in higher education:

   A. Use of game technologies

   B. Availability of a plan (outline) by the teacher

   C. The level of students' activity

   D. Unity of approaches to the organization of classes in the whole university

2. Name the features of the Bologna system:

   A. Two-tier system of higher education

   B. Use of digital technologies

   C. Secular character of education

   D. Mobility of students and graduates

3. Sequence of levels of general education in Russia:

   A.   Preschool general education

   B.   Secondary general education

   C.   Basic general education

   D.   Primary general education

4. Sequence of stages of organizing students' independent work:

   1) Reflexion of the effectiveness of types and forms of independent work

   2) Creation of a matrix of types and forms of independent work

3) Studying the content of the academic discipline

4) Teaching students the methods of independent work fulfilment

5) Using the status of "student-counsellor"

6) Issuing a package of assignments for independent work

5.   Select the control requirements:

A. Objectivity

B. Publicity

C. Systematicity

D. Subjectivity

6.   Match the varieties of student independent work and their characteristics:

A. Training independent works

B. Reconstructive independent works solving

C. Creative independent works

1. Aimed at finding alternative solutions to problems

2. Aimed at independent choice of means and methods of problem

3. They are aimed at solving problems according to the pattern

7. Insert the missing word

... – such a type of pedagogical communication, which is based on disagreements, contradictions, clashes

8. Insert the missing word

The main methods of teaching and is an oral presentation of material by a teacher – ...

9. Insert the missing word

… an individual numerical indicator reflecting the student's position in the student population when mastering an educational programme. It is formed by a pair of indicators (points/place)

10. Insert the missing word

... – creation of a single world educational space

11. Sequence of control components:

1. Verification

2. Observation

3. Analysis

4. Accounting

5. Assessment

12. Select the correct option. The side of communication that focuses on determining communication strategy: cooperation or competition:

1. Perceptual

2. Interactive

3. Communicative

4. Verbal

13. Select the correct option. Bachelor is ...

1. Upgrade process

2. A level of higher professional education that allows you to deepen your specialisation in a particular field of study or, in some cases, to change it.

3. An educational programme of higher education in the direction of training, the term of study for which cannot be shortened. As a rule, the study period lasts 5 years

4. First level of higher education in a two-tier system

14. Select the correct option. A university model characterised by commercial (benefiting from scientific results)

1. University 1.0

2. University 2.0

3. University 3.0

4. University 4.0

15. Cluster, synquain, two truths and one lie – these techniques are characteristic of such modern educational technology as

1. Group technologies (Singapore methods)

2. Projective technologies

3. Technology of the critical thinking development (Critical thinking technology)

4. Case study

16. Select a characteristic of the Singaporean teaching methodology

    1. Technology consists of three stages: recall, comprehension, reflection

    2. Independently research, analyse and solve real problems and tasks

    3. Group form of work

    4. Descriptions of real economic, social and business situations

17. Compare the style of pedagogical communication and its characteristics:

    1. Authoritarian

    2. Liberal

    3. Democratic

A) taking into account the individual characteristics of children, their personal experience, the specifics of their needs and opportunities

B) acquiescence, familiarity and anarchy

C) functional-business approach to students

18. Level of communication

    1. Primitive Level

    2. Manipulative Level

    3. Ritual Level

    4. Spiritual Level

    5. Game Level

    6. Business Level

A. People take out certain visible «fruits» of joint activity from contacts

B. The partners are «reflected in each other» as good actors. This level of communication is closely related to a sense of humor

C. The partner is perceived as a carrier of the spiritual principle

D. The interlocutor is not partner, but an object

E. Communication here is the contact of masks

F. A partner is a rival in a game that must definitely be won

19. The ability to understand and perceive the emotions, needs and individual characteristics of each person

1. Empathy

2. Perception

3. Verification

4. Cooperation

20. Technology based on a particular situation or example of something.

1. Technology of the critical thinking development

2. Case study

3. Group technologies (Singapore methods)

4. Projective technologies

5. Digital technologies

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Dictionary

1. Assessment – mental procedure for determining whether the obtained result corresponds to an ideal result (standard).

2. Accounting – recording in records (diaries, journals and other school documentation) of children's successes and failures, mainly the results of evaluation in the form of marks.

3. Bachelor – first level of higher education in a two-tier system.

4. Bologna – the city in Italy where the agreement on the harmonisation of European higher education was adopted from 1999.

5. Case – a particular situation or example of something.

6. Communication – the act of information exchange.

7. Competition – behavior aimed only at personal success.

8. Comprehension – step two in critical thinking technology as the ability to understand completely and be familiar with a situation, facts, etc.

9. Control – the teacher's function of getting feedback from students on the results of their learning.

10. Conversion – the act of changing something in to a different form or purpose.

11. Cooperation – helping behavior.

12. Credit – volume of training based on the number of hours for studying the discipline (25-36 hours).

13. Declaration – a pivotal European agreement for harmonizing higher education from 1999.

14. Degree – an academic qualification by a college or university/////upon successful completion of a program.

15. Discussion – an important part of the seminar where participants can express their opinions, share experiences, ask questions and analyse different points of view.

16. Education – the result of learning; assimilation of systematized knowledge, skills and abilities.

17. Empathy – the ability to understand and perceive the emotions, needs and individual characteristics of each person.

18. Globalisation – creation of a single world educational space.

19. Information – the result of cognition (learning) existing in the form of representations and concepts.

20. Institute – specialized educational institution, which are often focused on certain professions and fields of knowledge, such as law, medicine, economics.

21. Internationalization – building sustainable links between countries and exchange between countries.

22. Interaction – a behavioral strategy between individuals, oriented toward cooperation or competition.

23. Level – grade, rate.

24. Lecture – the main methods of teaching and is an oral presentation of material by a teacher.

25. Magistracy – the second stage of higher education based on a bachelor's degree or specialty.

26. Management – influencing the participants in the process to improve their efficiency.

27. Modernization – upgrade process.

28. Observation – purposeful and planned perceptual activity with the aim of recording the behaviour of the object under study.

29. Perception – forming an image of the partner, reading his psychophysiological characteristics reflecting his possible behavior.

30. Point – score, mark.

31. Rating – an individual numerical indicator reflecting the student's position in the student population when mastering an educational programme. It is formed by a pair of indicators (points/place).

32. Recall – the first stage in the technology of critical thinking development as knowledge actualization, challenge.

33. Reflection – self-analysis, self-evaluation, looking inside yourself.

34. Seminar – interactive form of learning where students actively participate in discussing and analysing the material.

35. Skill – practical application.

36. Specialty – an educational programme of higher education in the direction of training, the term of study for which cannot be shortened. As a rule, the study period lasts 5 years.

37. System – set of interrelated elements that form a whole.

38. Transformation – conversion, change, turning.

39. Verification – the process of providing objective evidence to confirm whether specified requirements have been met.

40. University – the large educational institution that offer a wide range of specialties and directions.