ТЕМА НОМЕРА: ПЕДАГОГИЧЕСКАЯ НАУКА И ОБРАЗОВАТЕЛЬНАЯ ПРАКТИКА: ТРАДИЦИИ. ЦЕННОСТИ. СМЫСЛЫ

ОБЩАЯ ПЕДАГОГИКА, ИСТОРИЯ ПЕДАГОГИКИ И ОБРАЗОВАНИЯ

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PRIORITIES OF EDUCATIONAL POLICY, PEDAGOGICAL SCIENCE AND PRACTICE IN THE DIGITAL AGE, OR SEVEN MAXIMS OF MODERN PEDAGOGY

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Abstract
Relevance. It is caused by the need to understand the priorities of educational policy, pedagogical science and practice in the context of modernization of the Russian education system in the digital age.
Goal – to reveal the priorities of educational policy, pedagogical science and practice in the digital age, to identify the maxims of modern pedagogy.
Procedure and methods. The research is based on axiological, systemic, culturological and civilizational methodological approaches.
Scientific novelty and/or theoretical and/or practical significance. The following maxims of modern pedagogy are defined: "modern pedagogy is, firstly, value–oriented domestic pedagogy in a competitive world, secondly, traditional socially-oriented pedagogy based on scientific schools in the implementation of educational strategies, thirdly, quality-centered pedagogy, fourth, reflective practice-oriented pedagogy, fifth, health-creating pedagogy, sixth, advanced technological pedagogy, seventh, developing pedagogy, coherently reacting to the movement of related sciences.
Results. Seven priorities of educational policy, pedagogical science and practice are revealed: traditional values, national identity of the national education system in a competitive world; civic identity, civic and patriotic education of students, the role of scientific schools in the issue of modern educa-

tion strategy; the quality of general education, training of pedagogical personnel, pedagogical activity of teachers; the union of pedagogical science and educational practice; the health of participants in the educational process; integration of traditional, modern and digital educational technologies; training of scientific and pedagogical personnel and the development of pedagogy in the conditions of convergence of sciences.

Keywords: traditional values, culture of participants in the educational process, national identity of the national education system, civic and patriotic education, quality of education, educational technologies, scientific schools, convergence of sciences

ПРИОРИТЕТЫ ОБРАЗОВАТЕЛЬНОЙ ПОЛИТИКИ, ПЕДАГОГИЧЕСКОЙ НАУКИ И ПРАКТИКИ В ЦИФРОВУЮ ЭПОХУ, ИЛИ СЕМЬ МАКСИМ СОВРЕМЕННОЙ ПЕДАГОГИКИ

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Аннотация
Актуальность исследования вызвана необходимостью осмысления приоритетов образовательной политики, педагогической науки и практики в условиях модернизации российской системы образования в цифровую эпоху.
Цель – раскрыть приоритеты образовательной политики, педагогической науки и практики в цифровую эпоху, выявить максимы современной педагогики.
Методологические подходы. Исследование опирается на аксиологический, системный, культурологический и цивилизационный методологические подходы.
Научная новизна и/или теоретическая и/или практическая значимость. Определены следующие максимы современной педагогики: современная педагогика – это, во-первых, ценностно-ориентированная отечественная педагогика в условиях конкурентного мира, во-вторых, традиционная социально-направленная педагогика с опорой на научные школы в реализации стратегии воспитания, в-третьих, качество-центрированная педагогика, в-четвертых, рефлексивная практико-ориентированная педагогика, в-пятых, здоровьесозидающая педагогика, в-шестых, опережающая технологичная педагогика, в-седьмых, развивающаяся педагогика, когерентно реагирующая на движение смежных наук.
Результаты. Раскрыты семь приоритетов образовательной политики, педагогической науки и практики: традиционные ценности, национальная идентичность отечественной системы образования в условиях конкурентного мира; гражданская идентичность, гражданское и патриотическое воспитание обучающихся, роль научных школ в вопросе современной стратегии воспитания; качество общего образования, подготовки педагогических кадров, педагогической деятельности учителя; союз педагогической науки и образовательной практики; здоровье участников образовательного процесса; интеграция традиционных, современных и цифровых образовательных технологий; подготовка научно-педагогических кадров и развитие педагогики в условиях конвергенции наук.

Ключевые слова: традиционные ценности, культура участников образовательного процесса, национальная идентичность отечественной системы образования, гражданское и патриотическое воспитание, качество образования, образовательные технологии, научные школы, конвергенция наук

INTRODUCTION

Historically Russia has been one of the world's scientific powers, especially in the sphere of pedagogy being a socially oriented science of particular importance for the development of society. Two leading processes of modernization of the Russian education system and the digitalization of society result in new challenges to resolve which pedagogical science and educational practice will have to search for new approaches and ways to solve relevant problems of modern times, especially in 2021, that is declared the year of science and technology.

President of the Russian Federation V. V. Putin draws our attention to the following key positions that require reflection and taking necessary decisions and measures:

1. «Cultural self-awareness, spiritual, moral values, value codes are a sphere of stiff competition, sometimes it is an object of open information confrontation»[1]*… «Schools and universities, indeed, create new citizens and form their consciousness. They convey the memory of generations, values, culture, define those ideas and that vision of the future that will move society forward in a few decades»*[2].

2. «Attempts to influence the worldview of entire nations, the desire to subordinate them to one's will, to impose one's own system of values and concepts is an absolute reality»[3].

3. «To return the unconditional value to the quality of education, to remove everything that distorts the motivation for real study, undermines faith in the value of knowledge, in talent, justice, the ability of education to serve as a basic social lift - that is a necessary condition for our national development»[4].

4. «Modern school is a modern teacher, his high status and social prestige. By the middle of the coming decade, the national system of professional growth should cover at least half of the country's teachers»[5].

5. «The state of adolescents' health directly affects their future life, their ability to find a profession, found a family and raise children. … it is very important to help children at this crucial time and, above all, pay close attention to their health»[6].

6. Knowledge, technologies, competencies, staff are the basis for the implementation of our national projects, in order to achieve our strategic goals. We need breakthrough discoveries and developments[7].

7. Science has a key role in modern world[8].

Decree of the President of the Russian Federation of 07.05.2018 No. 204 "On the national goals and strategic objectives of the development of the Russian Federation for the period up to 2024" determines that when developing a national project in the field of education, the Government of the Russian Federation should proceed from the fact that by 2024 it is necessary to provide:

– the accession of the Russian Federation into *10 leading countries in the world in terms of the quality of general education;*

– raising *a harmoniously developed and socially responsible personality based on spiritual and moral values* of the peoples of the Russian Federation*, historical and national cultural traditions;*

[1] Meeting of the President of the Russian Federation with representatives of the public on the issues of patriotic education of youth dated 09/12/2012. Available at: https://www.consultant.ru/document/cons_doc_LAW_382666 (accessed: 25.1.2021).

[2] ibid.

[3] ibid.

[4] ibid.

[5] Address of the President of the Russian Federation to the Federal Assembly dated January 15, 2020. Available at: http://www.kremlin.ru/events/president/news/62582 (accessed: 03.12.2021).

[6] Meeting of the Coordinating Council under the President of the Russian Federation for the implementation of the National Action Strategy for Children for 2012-2017. from 29.05.2017. Available at: https://nra-russia.ru/pic/news/2017/06/08/04/stenogramma-zasedaniya-ks-29-05-2017-goda.pdf (accessed: 25.11.2021).

[7] Meeting of the Council under the President of the Russian Federation for Science and Education dated November 27, 2018. Available at: http://www.kremlin.ru/events/president/news/59203 (accessed: 22.12.2021).

[8] Message of the President of the Russian Federation to the Federal Assembly dated April 21, 2021 (On the situation in the country and the main directions of the domestic and foreign policy of the state). Available at: https://www.consultant.ru/document/cons_doc_LAW_382666 (accessed: 25.11.2021).

– formation of an effective system for identifying, supporting and developing the abilities and talents of children and youth, that is focused on *self-determination and professional orientation* of all students;

– creation of a modern and safe digital educational environment that provides high quality and accessibility of education of all levels and types;

– implementation of a national system for the professional development of teachers, covering *at least 50% of teachers*;

– *modernization of vocational education*, including through the introduction of *adaptive, practice-oriented* educational programs

– establishment of a *system of continuous updating*;

– building a *system of professional competitions* in order to provide the citizens with opportunities for professional growth;

– creation of conditions for the *development of mentoring*, support for public initiatives and projects, including in the field of *volunteering*.

MAIN BODY

The aim of the study is to discover the priorities of educational policy, pedagogical theory and practice in digital era and to identify the maxims of modern pedagogy.

Methodology and research methods. In the course of the study, we relied on axiological, systemic, cultural, civilizational methodological approaches. The main research methods were: analysis of the sources, generalization and synthesis of the obtained data.

Organization of the research. During the organization of the study, the following seven priorities of educational policy, pedagogical science and practice were identified: traditional values, national identity of the domestic education system in the terms of a competitive world; civic identity, civic and patriotic education of students, the role of scientific schools in the issue of modern education strategy; the quality of general education, the teacher training, the pedagogical activity of the teacher; combination of pedagogical science and educational practice; health of participants of the educational process; integration of traditional, modern and digital educational technologies; training of scientific and pedagogical staff and the development of pedagogy in the conditions of convergence of sciences.

THE FIRST PRIORITY IS TRADITIONAL VALUES, NATIONAL IDENTITY OF THE DOMESTIC EDUCATION SYSTEM IN THE CONDITIONS OF A COMPETITIVE WORLD.

The National Security Strategy of the Russian Federation defines the following *traditional spiritual and moral values:* the priority of the spiritual over the material; protection of human life, human rights and freedoms; family, constructive work, service to the Fatherland; norms of morality and ethics, humanism, mercy, justice, mutual assistance, collectivism; the historical unity of the peoples of Russia, the continuity of the history of our Motherland.

Values as moral attitudes, traditions and beliefs are the foundation for understanding the essence of man, his development and being. From the standpoint of O. A. Orchakov, values as certain moral attitudes, standards and beliefs shared by employees determine the principles of relationships within the organization and with the outer world. At the highest level, values include freedom, justice, honesty, democracy, prosperity, and trust [8].

A. V. Kiryakova emphasizes that "values are one of the main components of the spiritual foundations of society, which determines the "spiritual mood", the intellectual, moral, emotional atmosphere of an era, a particular type of society" [5].

The typological diversity of values allows us to single out the hierarchy where the highest values that need to be instilled in students are *the value of life, the value of culture and the value of man* as the main meaning of humanity, which is *to live and create.* The formation and existence of the value orientation of children, pedagogical activity of future teachers and the relations of the

subjects of educational relations, which are reflected in the value orientation of the individual is impossible without a value attitude (tabl. 1).

Table 1 / Таблица 1

Preferable values of subjects of the educational process as carriers of value relations / Предпочтительные ценности субъектов образовательного процесса как носители ценностных отношений

№	Preferable values of school graduates	Preferable values of parents	Preferable values of young teachers (1-3 years of work)
1	personal space, the appearance of a loved one	happy family life and love in the family	competitiveness and professional development
2	education (the graduation from school and entering a university)	education (the graduation from school and entering a university)	love of children
3	friendship and communication with peers and significant adults	children's health	appearance of individuality in pedagogical activity
4.	financial independence from parents	interesting work and material well-being of the family	material status
5	separation from parents	joint family vacation	foundation of a family

The reassessment of values and a reorientation of meanings during the process of personality development are natural. The results, presented in Table 1, indicate a mismatch of general organizational goals, which determines the need to form the value-semantic core of the organizational culture of a general educational organization in order to comprehend common norms, values and goals.

The results of the research in the sphere of future teacher's value profile show that, on the one hand, they prioritize "universal values, the values of kindness and the values of independence", on the other hand, "the least important of all values ... are: respect, acceptance of norms of behavior, following national customs and the ideas that exist in culture" [7, c. 25].

There is a demand for future teachers to form a coherent system of national values of modern pedagogical thought and domestic pedagogical heritage. In this sense, the creation of the architectonics of values and the meaning-creating continuum of the modern education system is promoted by the *active work of the leading authoritative scientific schools* as an intellectual emotional and value community that determines the prospects of pedagogical science through values and cultural norms, traditions and subject matter and performs the function of initiating, implementing and translating scientific pedagogical ideas in solving current and future problems of educational practice.

The National Security Strategy of the Russian Federation[1] notes that one of the main threats to the state and public security of the Russian Federation is the activity of foreign and international non-governmental organizations aimed at destroying traditional Russian spiritual and moral values.

In a situation of the diversity of external experience in the implementation of modern educational systems in a politically unbalanced world, the following questions become relevant:

– national identity of Russian education system;

– protection of the historical memory of domestic pedagogical concepts and theories;

– purposeful promotion of advanced scientific and pedagogical ideas;

[1] Decree of the President of the Russian Federation of December 31, 2015 No. 683 "On the National Security Strategy of the Russian Federation" (as amended on March 06, 2018). Available at: http://www.kremlin.ru/acts/bank/40391 (accessed: 25.11.2021).

– spreading of the best pedagogical experience in the country.

THE SECOND PRIORITY IS CIVIL IDENTITY, CIVIL AND PATRIOTIC EDUCATION OF STUDENTS, THE ROLE OF SCIENTIFIC SCHOOLS IN THE ISSUE OF MODERN EDUCATIONAL STRATEGY.

The *Strategy of the State National Policy of the Russian Federation for the period up to 2025* emphasizes that "All-Russian civic identity (civil self-awareness) is the awareness of citizens of the Russian Federation of their belonging to their state, people, society, their responsibility for the fate of the country, the need to observe civil rights and obligations, as well as adherence to the basic values of Russian society", and one of the tasks is "*formation of an all-Russian civic identity, patriotism, civic responsibility, a sense of pride in the history of Russia, fostering a culture of interethnic communication in children and young people at all stages of the educational process*"[1].

K. D. Ushinsky also emphasized that if we want *to educate a citizen*, we must begin with the knowledge of our people, our religion, our homeland, its nature and geography, history and culture. He pointed to be important to form in the child: feelings of love for the Motherland and feelings of patriotism; respect for each nation and people, their languages, culture and customs; feelings of humanity and humanism towards people and nature; feelings of goodness, justice and conscience; feelings of duty and responsibility to society, family and self [16].

From the standpoint of E. A. Pevtsova Scientific School, *civic education* is understood as a specially organized pedagogical activity for the formation of vital competencies of young people in the digital society: socio-legal activity in the digital space (digital competence) based on a stable need for lawful behavior; high level of quality of logical-normative, emotional-image and motivational components of legal consciousness; sustainable sense of patriotism, duty, respect for individual rights, high moral qualities, allowing you to design the basis for the successful development of your life path [10].

The state program "Patriotic education of citizens of the Russian Federation for 2016-2020"[2] determined the need for *scientific support* of the system of patriotic education of citizens:

– development of research aimed at developing new programs, methodological approaches and technologies of patriotic education;

– preparation of scientifically based teaching aids and recommendations in the field of patriotic education;

– assistance in the formation of an expert community in the field of patriotic education of citizens;

– improving the system of training specialists in the field of patriotic education and upgrading their skills.

One of the most important features of civil and moral education is the formation of a value component. Values are the properties of a social object to satisfy certain needs of an individual or group. Value relations do not arise as long as the subject has not discovered for himself the problematicity of satisfying an urgent need.

As I. L. Gulyaeva notes, the expression of the civic position of a person is its relationship to society, activities, people, itself, and the core of the relations that create the civic position of a person are moral relations, since the attitude towards a person is pivotal, since the person himself in society is the highest value [4].

[1] Decree of the President of the Russian Federation of December 01, 2016 No. 642 "On the Strategy for Scientific and Technological Development of the Russian Federation" (as amended on March 15, 2021). Available at: https://base.garant.ru/70284810 (accessed: 25.12.2021).

[2] Decree of the Government of the Russian Federation of December 30, 2015 No. 1493 "On the state program "Patriotic education of a citizen of the Russian Federation for 2016-2020" (as amended by Decrees of the Government of the Russian Federation of October 13, 2017 No. 1245, of November 20, 2018 No. 1391, dated 03/30/2020 No. 369). Available at: http://government.ru/docs/all/105292 (accessed: 22.12.2021).

The Strategy for the Development of Education in the Russian Federation for the period up to 2025 emphasizes that "the priority task in the field of raising children is *the development of a highly moral personality who shares Russian traditional spiritual values, has up-to-date knowledge and skills, is able to realize his potential in a modern society, is ready to the peaceful construction and defense of the Motherland"»[1].

Upbringing is seen as a strategic national priority that requires the consolidation of the efforts of various institutions of civil society. The document states that when updating the content of education, it is necessary to be guided by the achievements of *modern domestic pedagogical science*.

University science as a structural unit of science and the scientific community, aimed at training personnel, makes a significant contribution to the development of academic and industrial science, one of the forms of self-organization in the scientific field is the scientific school as a social phenomenon and the core of the scientific community Vectors of development of scientific and pedagogical schools determine the prospects pedagogical science.

The leading scientific school with a significant research generation and carrying out scientific research in the field of methodology and theory of education is the scientific school of Lyudmila Ivanovna Novikova (1918–2004) "Systemic approach to the education and socialization of children and youth" (head of the scientific school – N. L. Selivanova) (table 2).

R. A. Fando notes that the scientific school is a unique phenomenon, which not only differs from the entire scientific community of a given era, but is also unique in the history of science. A scientific school is associated not only with a leading scientist

Table 2 / Таблица 2

Examples of the correspondence of the directions of educational work to the ideas of scientific schools / Примеры соответствия направлений воспитательной работы идеям научных школ

№	Directions of educational work	Leading scientific schools	Leaders of scientific school
1	civic education	scientific school "Value bases of social processes in Russia"	Pevtsova Elena Alexandrovna, Baghdasaryan Vardan Ernestovich [2]
2	patriotic education and the formation of Russian identity		
3	spiritual and moral education based on Russian traditional values	scientific school "Systemic approach to the upbringing and socialization of children and youth"	Selivanova Natalia Leonidovna [13]
		scientific school "Education and development of personality in moral activity"	Apletaev Mikhail Nikolaevich [1]
4	cultural and educational and scientific and educational education	each scientific and pedagogical school	
5	vocational education	scientific school of student-centered professional education	Slastyonin Vitaly Alexandrovich [2]
6	environmental education	scientific school of continuous ecological and valeological education	Tyumaseva Zoya Ivanovna [2]
7	physical education and the formation of a culture of health	scientific school of personality-oriented education in physical culture	Vilensky Michael Yakovlevich [3]

[1] Decree of the Government of the Russian Federation dated May 29, 2015 No. 996-r "Strategy for the development of education in the Russian Federation for the period up to 2025". Available at: http://government.ru/docs/all/102075/ (accessed: 22.12.2021).

and disciplinary direction, but also with historical time, as well as with the state and national traditions [17].

THE THIRD PRIORITY IS THE QUALITY OF GENERAL EDUCATION, TRAINING OF PEDAGOGICAL STAFF, AND TEACHER'S PEDAGOGICAL ACTIVITY.

The quality of education acts as a comprehensive assessment of the characteristics of the educational organization activities, while the quality assessment reflects *the degree of compliance* with: the educational activities of the Federal State Educational Standard by levels of education; real educational results planned results reflected in the main educational program; the quality of the educational environment, approaches to the organization of educational activities and the content of the educational syllabus - *indicators of the quality of the conditions* for the implementation of educational activities.

Order of the Ministry of Education of the Russian Federation dated March 13, 2019 No. 144 defines the following *indicators of the quality of the conditions for the implementation of educational activities* in a general educational organization:

I. Indicators characterizing the openness and availability of information about the organization carrying out educational activities.

II. Indicators characterizing the comfort of the conditions in which educational activities are carried out.

III. Indicators characterizing the accessibility of educational activities for the disabled.

IV. Indicators characterizing the benevolence, politeness of the employees of the organization.

V. Indicators characterizing satisfaction with the conditions for the implementation of educational activities of organizations.

An objective *assessment of the quality of schoolchildren's training* is carried out at the federal level through: NSQE (National studies of the quality of education - the goal is to promote the processes of standardization of assessment procedures in the field of education in a single educational space); VPR (All-Russian verification work); GIA-9 (State final certification); USE (Unified State Exam).

However, the assessment of the quality of education is not limited to the analysis of the dynamics of educational results and is associated with the analysis of: the quality of the educational environment; approaches to the organization of educational activities, forms, methods, means and content of the educational process; subjective positions of participants in educational relations.

At present, attention to the general educational organization as a social system has increased significantly. The society defines as the main goal of an educational organization the creation and continuous improvement of conditions for each student to receive education in accordance with their interests and needs, providing all students with opportunities for self-determination.

It must be admitted that in the preparation of pedagogical personnel, questions about the *"coordinate system", content, technologies and terms of training of future teachers* remain acute:

– *the content of pedagogical education* – what to teach?

– *methods, forms and technologies of teaching* – how to teach?

- *the terms of study* (bachelor's degree + master's degree, or the return of the tradition of training future teachers in the proven system of a specialist, or consideration of the possibility of the "2 + 2 + 2" system) - how much to teach?

What paradigm of teacher training are we in: knowledge-based, competency-based, or hybrid? In practice, it turns out that in a hybrid one, because:

– *the purpose of mastering the disciplines* is to form *the readiness* of students to use *the theoretical knowledge and practical skills* obtained as a result of mastering the disciplines;

– the planned learning outcomes are the graduate's *competencies*, consistent with the *indicators of the achievement* of com-

petencies, which are *knowledge, skills and abilities.*

Most employers see the lack of practical orientation as one of the weaknesses of the training of future teachers in pedagogical universities. I consider it necessary to create *standard school classrooms* in pedagogical universities that are close to a modern general education organization, with appropriate technological equipment, including a SMART-Board (interactive whiteboard) and basic training kits in subjects for conducting practical classes with the invitation of leading practicing teachers for translation of best practices.

In the modern school, the role of the teacher in the teacher-student system is changing. Along with the style of subject-subject interaction, the style of mediated interaction is relevant, in which the position of the teacher changes in the direction of accompanying and coordinating the educational activities of the student. The *style of mediated interaction* (assistant, mentor, integrator, navigator) becomes relevant. Do we teach this in pedagogical universities?

Children, their values, relationships with parents, significant adults and the world around them are also changing (tabl. 3).

The variety of value orientations of modern children and youth (Table 3) emphasizes the need to comprehend their value orientations in order to determine the most effective forms of educational work to update and form traditional spiritual and moral values.

Modern teachers face the following *difficulties for students*:

1–4 grades – the complexity of identifying the real and virtual world; difficulty of long-term concentration; the complexity of processing and assimilation of information, due to a long stay in cyberspace.

Grades 5–11 – reduced ability to semantic perception; speech minimalism; distraction and lack of attention; development of visual perception and thinking.

Pedagogical universities are faced with a lack of time for training future teachers in the bachelor's program, while applicants with basic pedagogical education and without it enter the magistracy, which leads to inconsistency.

The National Project "Education" (implementation period: 01/01/2019 – 12/31/2024) includes the Federal project *"Teacher of the Future", the purpose of which is to introduce a national system for the professional development of teachers,* covering at least 50% of the country's teachers by 2024.

The key task is to create a unified model for advanced training of teachers aimed at improving professional competencies:

– in the subject area (increasing the level of knowledge on the subject);

– in the organization of educational activities of students (improving methodological competencies and skills in the application of educational technologies, forms and methods of organizing the educational process);

– in expanding the scientific horizons (improving psychological and pedagogical competencies);

– in the practice of organizing educational work (improving professional competencies in the system of educational work).

The quality of the pedagogical work of a teacher as a young specialist working at school for the first three years is influenced by the quality of professional adaptation. Difficulties in adaptation and little experience in teaching young teachers actualize the problem of their social and pedagogical support by the school principal and necessitate the creation of a favorable environment for the social and psychological adaptation of a young teacher and his professional development.

Indicators of the adaptation of a young teacher are:

– success, effectiveness of the activity of a young specialist, the degree of assimilation and acceptance by him of the norms of the professional environment and the traditions of the teaching staff;

– positive assessments of the young teacher's professional activity by the headmaster and colleagues;

Table 3 / Table 3

Generations of modern children: values, psychological characteristics, relationships / Поколения современных детей: ценности, психологические особенности, отношения

Generation	Values	Relations with parents	Psychological peculiarities	Learning difficulties
Z From 1990-2009	1. Freedom. 2. Information. 3. Remote communication with peers and significant adults.	1. Lack of emotional connection with parents (emotional poverty). 2. Remote communication with parents. 3. Parental control over children and the activities of the educational organization	1. Clip character of thinking (superficiality and fragmentation; associativity and emotionality; quick perception of general information without attention to details) 2. High awareness. 3. Changing the nature of cognitive activity. 4. Loss of the symbolic function of the game. 5. Changing the scope of age normative crises. 6. An increase in internal personal anxiety and a decrease in tolerance	1. Mismatch of speech and cognitive development. 2. Decreased ability to semantic perception. 3. Speech minimalism. 4. Development of visual perception and thinking. 5. Absent-mindedness and lack of attention. 6. The predominance of cognitive thinking over the abstract
A (Alfa) from 2010	1. Personalization. 2. Reputation. 3. Humanism.	1. Consciously increased responsibility of parents for children. 2. Similar preferences in computer games (equalization of children and adults). 3.Erasing the boundaries of parent-child relationships and the transition from the social role of mother and father to the role of a friend	1. Increasing intelligence in the entire population of children. 2. Balance. Development of critical thinking. 3. The ability to invent new forms of presenting information and transform old ones. 4. The ability to subtly feel the world around. 5. Select only interesting content. 6. Self-education. 7. Lack of development of emotional intelligence	1. Difficulty in identifying the real and virtual worlds. 2. Difficulty of prolonged concentration. 6. Difficulty with the processing and assimilation of information received during a 5-10 hour stay in cyberspace

– satisfaction with various aspects of their professional activities;

– young teacher's vision of the prospects for his professional growth; psychological characteristics of a young teacher.

THE FOURTH PRIORITY IS THE UNION OF PEDAGOGICAL SCIENCE AND EDUCATIONAL PRACTICE.

A significant role in the effective interaction of pedagogical science and pedagogical practice is played, first, by scientific and *educational sites*, the activities of which are determined by the priorities of educational policy. The purpose of such platforms is: providing methodical support of approbation of innovations, carrying out pedagogical experiment; expenditure of best practices. Scientific and educational sites can have the status of: experimental (research); implementation; internship. Playgrounds can be represented by educational organizations: preschool education; general education; secondary vocational education; additional education, etc.

The pedagogical university acquires the opportunity to organize the practical training of students on the basis of the sites, and the leaders and teachers of schools that have the status of an internship site are invited to implement additional professional education programs together with teachers. The results of the activities of scientific and educational platforms make it possible to identify talented, promising and professionally proven specialists for *postgraduate studies.*

Secondly, the *joint organization and holding of practice-oriented seminars, master classes, webinars, scientific and practical conferences*, which allow building relationships between teaching practitioners, experts and scientists, is essential for the mutual enrichment of pedagogical science and educational practice.

Thirdly, the system of additional professional education provides significant support for the integration of pedagogical science and educational practice. Mastering programs of additional professional education (training) by teachers allows students to increase the level of research competence, touch the best teaching experience and apply new scientific approaches and innovative educational technologies in the process of professional pedagogical activity [9].

Thus, pedagogical practice sets the direction for scientific and pedagogical research, and pedagogical science prepares theoretically substantiated solutions to practice-oriented tasks. If pedagogical science responds to the challenges of educational practice, if there is professional mobility of scientists and scientific schools, if there is a focus of scientific research on solving urgent psychological and pedagogical problems with access to practical recommendations, then pedagogy shows its readiness to keep up with the times.

THE FIFTH PRIORITY IS THE HEALTH OF THE PARTICIPANTS OF THE EDUCATIONAL PROCESS.

In 2020, *the federal law "On Amending the Federal Law "On the Quality and Safety of Food Products" and Article 37 of the Federal Law "On Education in the Russian Federation"* came into force, it guarantees to provide students in primary general education programs with one-time hot meals (the availability in the intake of hot first and second courses, not counting the hot drink). Improving the legal regulation of the quality of baby food and providing schoolchildren with hot meals at the federal law level has no analogues in modern foreign legislative practice and is unique.

The federal law introduces the concept of "healthy nutrition", fixes its principles, features of the organization of high-quality, safe and healthy nutrition for children. These changes will contribute to the prevention of diseases of the digestive organs of children. It will form the principles of healthy eating among the younger generation, and lay the foundation for the quality of human capital.

This federal law is consistent with Decree of the President of the Russian Federation dated May 7, 2018 No. 204 "On the national goals and strategic objectives of the development of the Russian Federation for the pe-

riod until 2024", where one of the strategic goals is to increase healthy life expectancy to 67 years and the share citizens leading a healthy lifestyle.

The health of students is regulated by *Art. 41 of the Federal Law of December 29, 2012 No. 273-FL "On Education in the Russian Federation"*.

In 2016, in Part 1 of Art. 41 "Protection of the health of students" of the Federal Law of December 29, 2012 No. 273-FL "On Education in the Russian Federation", paragraph 11 "Training teachers in first aid skills" was introduced (introduced by Federal Law of July 3, 2016 N 313- FL)).

Part 1 Art. 48. "Duties and responsibilities of teachers" of the Federal Law of December 29, 2012 N 273-FL (as amended on December 27, 2019) "On Education in the Russian Federation" obliges teachers to: form a culture of a healthy and safe lifestyle among students (paragraph 4); take into account the peculiarities of the psychophysical development of students and their state of health, observe the special conditions necessary for education by persons with disabilities, interact, if necessary, with medical organizations (paragraph 6); undergo preliminary (when applying for a job) and periodic medical examinations (paragraph 9).

Along with this, Federal state educational standards for primary, secondary and high schools, implemented through the main educational programs, put forward *requirements for the school to form a culture of a healthy, safe lifestyle for students* and the ability to resist actions and influences that pose a threat to life and health (tabl. 4).

Table 4 / Таблица 4

Programs included in the structure of the General educational program for primary, secondary education and high school, based on creating a culture of a healthy and safe lifestyle for students / Программы, входящие в структуру общеобразовательной программы для начального, среднего образования и старшей школы, основанные на формировании у обучающихся культуры здорового и безопасного образа жизни

Level of education	The name of the program	Goals, objectives, activities of the school
Primary education Grades 1–4	Program for the formation of ecological culture, a healthy and safe lifestyle	– formation of value orientations; – building of the foundations of ecological culture, the preservation and strengthening of the physical, psychological and social health of students; – health protection and safety of pupils; – creation of a healthy and safe way of school life and behavior; – organization of: physical culture, sports and recreational work, prevention of the use of surfactants, monitoring of the culture of a healthy and safe lifestyle of students
Secondary education Grades 5–9	The program of education and socialization of students	– formation of norms for a healthy and safe lifestyle of students in order to preserve and strengthen physical, psychological and social health; – development of an attitude towards systematic physical culture and sports, readiness to choose individual modes of physical activity; – establishment of a conscious attitude to the choice of an individual healthy diet
High school Grades 10–11	The program of education and socialization of students	– formation of a culture of healthy, safe and environmentally reasonable lifestyle of students

Then an obvious question is: do pedagogical universities form the readiness of future teachers to solve health-creating professional problems?

A necessary resource for ensuring the quality of school education is the efficiency and *labor activity* of a modern teacher. At the same time, *pedagogical work* is characterized by: high responsibility for the life and health of children, intensity, lack of time in making decisions and performing super-important tasks; emotional tension and stress; increased speech motor impulses and increased throat load in the process of mental activity; non-compliance with the diet, work and rest with periodic fatigue.

WHO also draws attention to chronic stress in the workplace, which causes a decrease in performance, emotional and physical exhaustion and emotional burnout.

On May 28 in 2019, the "occupational syndrome" of emotional burnout, code QD85, was included in the ICD-11 (International Classification of Diseases 11th revision) and is defined as "a syndrome recognized as the result of chronic stress in the workplace that has not been successfully overcome." In the field of physical and mental health of workers, WHO has developed measures to promote a healthy lifestyle, increase physical activity and a culture of health in the workplace [21].

According to the results of diagnostics of value orientations (according to M. Rokeach, with n – 1546 female teachers aged 30–45 years) – the category "value of health" in the rating of 18 values in 55.2% of teachers is in 5-11th place, and in 6.4% of teachers are ranked 12–18 in their value system [19].

In the modern system of general education, the issue of supporting the teacher's professional ability to work remains open.

It must be recognized that neither every teacher, nor every school or every pedagogical university is ready today to perform the assigned health-oriented functions, to motivate students to comprehend the value of health and lifestyle, since the teachers themselves do not translate the health-oriented style of professional activity and demonstrate insufficient for the functioning of the body, the volume of motor activity.

At the same time, modern *pedagogical science* has given school practice a significant array of theoretically developed and proven pedagogical concepts aimed at solving health-creating problems (N. P. Abaskalova, A. R. Virabova, N. S. Garkusha., V. N. Irkhin, N. N. Malyarchuk, N. K. Smirnov, L. F. Tikhomirova, N. V. Tretyakova, O. A. Shklyarova, etc.).

THE SIXTH PRIORITY IS THE INTEGRATION OF TRADITIONAL, MODERN AND DIGITAL EDUCATIONAL TECHNOLOGIES.

Decree of the President of the Russian Federation of 07.05.2018 No. 204 "On National Goals and Strategic Objectives for the Development of the Russian Federation for the period up to 2024" and *the Federal Project "Modern School" determine that by 2024 it is necessary to ensure the introduction of "new methods training and education, educational technologies… in Russian schools»*[1].

In *the Strategy for Innovative Development of the Russian Federation for the period up to 2020*[2] one of the main tasks of innovative development addressed to the education system was the formation and development of the following skills and competencies:

– ability to critical perception of information;

– ability to non-standard solutions, creativity, ingenuity;

– ability to work in a team;

– readiness for continuous education and self-learning;

– readiness for professional mobility, striving for something new;

– proficiency in foreign languages.

[1] Decree of the President of the Russian Federation of 07.05.2018 No. 204 "On the national goals and strategic objectives of the development of the Russian Federation for the period up to 2024". Available at: http://www.kremlin.ru/acts/bank/43027 (accessed: 02.12.2021).

[2] Decree of the Government of the Russian Federation dated 08.12.2011 No. 2227-r "Strategy for Innovative Development of the Russian Federation for the period up to 2020". Available at: http://government.ru/docs/9282 (accessed: 02.12.2021).

The federal project "Digital Educational Environment", which is part of the National Project "Education", sets the task of introducing by 2024 the target model of the *digital educational environment and digital technologies* in 25% of schools in 75 constituent entities of the Russian Federation.

The Strategy for the Development of the Information Society in the Russian Federation for 2017–2030[1] prioritizes the development of the *information society* and the formation of the digital economy, which will result in the formation of a *national technological platform* for online education. The federal project "Digital Educational Environment", which is part of the National Project "Education", sets the task of introducing by 2024 the target model of the *digital educational environment and digital technologies* in 25% of schools in 75 constituent entities of the Russian Federation.

Modern pedagogical science is developing approaches to solve tasks at the methodological level of research methods and techniques, while pedagogical practice daily implements the content of education at the process-technological level, integrating time-tested traditional, modern and innovative educational technologies (see tabl. 5).

SEVENTH PRIORITY – TRAINING OF SCIENTIFIC AND PEDAGOGICAL PERSONNEL AND DEVELOPMENT OF PEDAGOGY IN CONDITIONS OF CONVERGENCE OF SCIENCES.

The Strategy of Scientific and Technological Development of the Russian Federation[2] emphasizes that global changes in the organization of scientific, scientific-technical and innovative activities lead to higher qualification requirements for researchers, and one of the key tasks is to create opportunities to identify talented young people and build successful careers in science. technologies and innovations.

D. I. Feldstein highlights the weaknesses of dissertation research in pedagogy (see tabl. 6).

Table 5 / Таблица 5

Traditional, modern, and digital educational technologies / Традиционные, современные и цифровые образовательные технологии

Relevant traditional and modern educational technologies	Digital educational technologies
art-pedagogical technologies; health saving technologies; game technologies; case-study; communication and dialogue technologies; modular technology; design technology (project method); socially adaptive technologies; adaptive education technologies; inclusive education technologies; technologies of collective thinking; technologies of problem-based learning; critical thinking development technologies; explanatory-illustrative learning technologies; technologies of personality-oriented education and upbringing; technologies of developmental training and education; "bricolage" technology; technology of "collective creative work"; brainstorming technology; Portfolio technology; technology of reflexive and evaluative training and education; training technologies; sports and health technologies, etc.	Distance educational technologies; Vr-technologies; Artificial intelligence technologies; smart-technologies (DM-technology; Big Data); gamiification; blockchain

[1] Decree of the President of the Russian Federation of May 9, 2017 No. 203 "On the Strategy for the Development of the Information Society in the Russian Federation for 2017–2030. Available at: http://www.kremlin.ru/acts/bank/41919 (accessed: 02.12.2021).

[2] Decree of the President of the Russian Federation of December 1, 2016 No. 642 "On the Strategy for Scientific and Technological Development of the Russian Federation". Available at: http://www.kremlin.ru/acts/bank/41449 (accessed: 02.08.2021).

Table 6 / Таблица 6

Weaknesses of dissertation research in pedagogy / Слабые стороны диссертационного исследования в педагогике

№	Weaknesses of dissertation research in pedagogy
1	Irrelevant research topics
2	Inability to consistently and systematically develop the research topic
3	Lack of connection with the modern education system
4	Lack of a clearly presented authorial concept
5	Lack of methodological position
6	Lack of logic of cognition of the studied phenomena
7	Inconsistency of the research hypothesis with the tasks and content of the work
8	Inconsistency of the purpose, objectives, hypotheses, provisions and conclusions of the thesis
9	Narrow scientific outlook and naive empiricism
10	Careless citation and illiterate use of sources
11	Lack of meaning and content of new guided concepts, substitution of concepts
12	Pointless theorizing
13	Low level of identification of work with existing approaches and traditions
14	Weak understanding of the essence of theoretical significance and scientific novelty
15	The content of publications does not always reflect the main results of the study

Source: according to D. I. Feldstein [18].

L. M. Perminova notes that modern pedagogical research contain "simplification of the approach to solving a scientific problem…" blurring "the meaning of the dissertation as a reasoning based on system-structural methodology" [11].

V. V. Serikov and M. I. Makarov define the existence of a university scientific and pedagogical environment and effectively organized research activities as a condition for preparing highly qualified specialists for university-type scientific and pedagogical activities. When preparing scientific and pedagogical personnel, it is necessary to pay special attention to the formation of a scientific degree in applicants:

– experience of independent research;

– analytical thinking, a clear understanding of the scientific problem, ways and methods of its solution;

– ability to apply new methods and technologies for collecting empirical material, processing and interpreting this material;

– ability to detect problems that arise in the course of analytical work and formulate prospects for their solution;

– "theoretical background";

– ability to a new vision of known phenomena;

– ability to think critically, produce new ideas, skills of independent analysis and generalizations;

– methodological, intellectual and organizational culture of future scientists [6].

We agree with the opinion of S. A. Pisareva that in order to improve the training of scientific and pedagogical personnel and improve the quality of dissertation research, the personal responsibility of the supervisor and the head of the graduating department for the quality of the work produced is necessary [12].

From our point of view, motivational program-targeted management of the process of training graduate students and applicants is necessary in *the training of scientific and pedagogical personnel* in order to achieve the planned research results through:

– determination of topics for postgraduate students and applicants, taking into account the topics of the research program of the department, the implementation of

which is aimed at solving an actual scientific or scientific-practical task (problem);

– holding methodological seminars aimed at forming: methodological culture of graduate students and applicants; ability to review abstracts and scientific articles; skills in preparing scientific texts (including manuscripts of scientific articles);

– joint participation of members of the department, graduate students and applicants in the organization of scientific and practical conferences of various levels, writing scientific papers in co-authorship;

– immersion of graduate students and applicants in the scientific life of the department in order to continue the traditions of the scientific school, create and form their research position, ensure the continuity of the connection between generations, preserve the ideological core and intellectual fund of the department.

Modern pedagogy is a diverse system of theoretical and applied disciplines developing on *the borders of related sciences*, due to which ties with other human sciences are expanding. The key determinant of the development of scientific and pedagogical knowledge is *the promotion of new ideas* that can generate effective ways of understanding the previous theoretical and empirical material [20].

On the one hand, scientific and pedagogical *knowledge is differentiated*, which is ensured by the peculiarities of each methodological approach capable of independent scientific development within the framework of various concepts and theories.

Another process of pedagogical knowledge development similar to differentiation is divergence, which is *divergence*, *stratification and accumulation of differences* at the specific scientific level of methodological knowledge and at the level of research methods and techniques.

The major way of *integrating* scientific and pedagogical knowledge is its *continuity and renewal*, and the most important task is to rethink the old guidelines in the new paradigm, as a result - the increment of scientific knowledge.

On the third hand, the driving force on the path to integration, which provides compromises, stabilization and balance in pedagogical science, is the *convergence* of scientific and pedagogical knowledge as a process of convergence of functional areas of pedagogical science and convergence of complex objects.

Integrative processes of scientific and pedagogical knowledge occur due to research "*at the junction*" *of related scientific disciplines* that require an integrated approach, which leads to: interpenetration of patterns and principles of related branches of scientific knowledge; to the mutual enrichment of methodological and theoretical foundations; to the development of new concepts and theories.

Taking into account the process of interaction of pedagogical science with related sciences in order to enrich and develop it, let's pay attention to 2 positions. For example, from the point of view of *modern psychology*, the formation of the higher mental functions of a child occurs in a new type of living spaces – a *hybrid space* (a hybrid of subject, social spaces and cyberspace). Migration processes of moving students in a hybrid space determine the formation of a *hybrid mentality*. From the position of modern sociology, the existence of a child in social relations consists in the assignment of socially significant values and social norms to them through relations with other people, and spatial phenomena of a new type lead the current younger generation to *cultural hybridization*.

We believe that the result of this process is a violation of the harmonization of personality development through an *intrusion into the pair mechanism of* "*identification-isolation*", and the result is a *hybrid social identity*, in which the *location of culture,* which determines belonging, is lost.

The developing mechanisms of pedagogical science are: differentiation and divergence of scientific knowledge; convergence, integration and synergy as a result of self-organization of knowledge and the basis of interdisciplinary synthesis.

The results of the study are that the priorities of the state policy in the field of education, pedagogical science and practice have been identified, seven maxims of modern pedagogy and the education system have been identified (tabl. 7).

Table 7 / Таблица 7

Seven maxims of modern pedagogy / Семь принципов современной педагогики

№	Priorities of state educational policy	Maxims of modern pedagogy
1	traditional values and national identity of the domestic education system in a competitive world	Modern pedagogy is a value-oriented domestic pedagogy in a competitive world
2	civic identity, civic and patriotic education of students, the role of scientific schools in the issue of modern education strategy	Modern pedagogy is a traditional socially oriented pedagogy based on scientific schools in the implementation of the education strategy
3	the quality of general education, the training of pedagogical staff, the pedagogical activity of the teacher	Modern pedagogy is a quality-centered pedagogy
4	unity of pedagogical science and educational practice	Modern pedagogy is a reflective, practice-oriented pedagogy
5	health of participants of the educational process	Modern pedagogy is a health-creating pedagogy
6	integration of traditional, modern and digital educational technologies	Modern pedagogy is advanced technological pedagogy
7	training of scientific and pedagogical personnel and the development of pedagogy in the conditions of convergence of sciences	Modern pedagogy is a developing pedagogy that responds coherently to the movement of related sciences

CONCLUSIONS

In the context of the modernization of Russian education and the digitalization of society, the priorities of educational policy, pedagogical science and practice are: traditional Russian spiritual and moral values; formation of civic consciousness; civil and patriotic education of students; an objective assessment of the quality of training of schoolchildren and the quality of the conditions for the implementation of educational activities in a general educational organization. The national identity of the national education system is becoming a powerful resource for stabilizing and strengthening Russia's national security system.

The key questions are about the training of teaching staff (about the "coordinate system", the content, technologies, the terms of training of future teachers), about creating a unified system of advanced training for teachers in the Russian Federation. The resolution is implemented through the functioning of centers for continuous professional development in all regions of Russia.

The interaction of pedagogical science and educational practice plays a significant role in solving scientific and practice-oriented tasks, especially through the activities of scientific and educational platforms and the organization of scientific and practical conferences, which topics are determined by the priorities of educational policy, pedagogical science and practice.

The value of the health of participants in educational relations becomes a priority of the state, society, the education system and the value-semantic sphere of the individual. The health-creating role of educational policy and the activities of the expert community, scientists and practitioners in addressing issues of preserving physical, mental and social health have become of particular importance.

It is required to assess the adequacy of the excessive use of digital educational technologies in the modern educational process, there is a need to comprehend traditional and innovative educational technologies, their integration in a digital society.

The quality of training scientific and pedagogical personnel for the education system remains a central task.

Developing mechanisms of pedagogical science are: differentiation and divergence of scientific knowledge; convergence, integration and synergy.

The driving forces behind the development of pedagogical science are: differentiation and divergence of scientific knowledge; convergence, integration and synergy as a result of self-organization of knowledge and the basis of interdisciplinary synthesis.

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