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## Ценностный контекст инновационных образовательных процессов в трансформирующейся социокультурной ситуации

Проблемное поле данного исследования составляют вопросы значимости гуманитарности в образовании как ценностной доминанты во имя становления культурно-ориентированной личности, способной со всей ответственностью относиться к своим поступкам, словам, а также делать выбор приоритета между личной жизненной линией и общественными вызовами, осознавать вызовы самим основам единства страны и стабильности ее исторического бытия и развития. *Цель исследования* триединая и видится авторам в теоретическом и практическом обосновании модели гуманитарности в образовании в пространстве инновационных образовательных инициатив, базовые ценности которых обозначены на государственном уровне в корпусе национальных проектов — воспитание гражданина и патриота, человека с повышенной личной и социальной ответственностью, эффективной стратегией и тактикой поведения.

*Методология и материалы исследования.* Аксиологический, личностно-ориентированный, целостный и коммуникативно-деятельностный подходы используются для философского осмысления и критического анализа литературных источников, отражающих гуманистические ценности и гуманитарные аспекты образования в целом и вопросы воспитания и развития личности в образовательном процессе гармоничного взаимодействия всех непосредственных его участников в частности.

*Результаты поискового эксперимента,* включающего входное и выходное тестирование, интервьюирование и анкетирование обучающихся (в нашем случае — учителей социально-гуманитарных дисциплин) на предмет знания и практического осмысления ценностных доминант современного образования, позволяют наметить пути и средства разумного обновления ценностного контекста регионального развития системы дополнительного профессионального образования педагогов в целях повышения качества воспитания и обучения подрастающего поколения.

В *заключение* авторы приходят к выводу о необходимости принципиальных изменений искомой системы в свете новых образовательных ценностей, которые в настоящее время неопределенности и нестабильности трансформирующейся социокультурной ситуации должны стать основой содержательной технологичности для формирования эффективной профессиональной среды позитивных стратегических коммуникаций на региональном уровне. В перспективе обозначенные изменения направлены на исследование современных факторов повышения качества развития профессиональных компетенций педагогов, в частности коммуникативных компетенций, приобретающих всё большее значение в поликультурном глобализирующемся мире стратегических коммуникаций.

**Ключевые слова:** историческая память; историческая концепция; гуманитарность в образовании; трансграничный регион; ценностные доминанты; региональная система дополнительного профессионального образования; поликультурный глобализирующийся мир; воспитательный потенциал; национальные проекты.

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## Value Oriented Context of Innovative Educational Processes a Transforming Socio-Cultural Situation of a Cross-Border Region

*Problem statement.* This paper presents a narrative describing the issues of increasing the importance of humanityship in education as a dominant value for to educate a culturally oriented personality who is able to communicate within complex frameworks of polycultural space. *The purpose of the research* is threefold: 1) to provide theoretical substantiation of the work in progress on the consolidation of various sources of information and different ideas related to moral and patriotic education into a dataset in preparation for further analysis, 2) to explore practical justification in the professional space of educators, and evaluation the effectiveness of the model of humanity in education in the space of innovative educational initiatives considering the ideas of humanization, and 3) to report on the introduction of the main values of which are outlined at the state level in the corpus of national projects — the education of a citizen and patriot, a person with increased personal and social responsibility, effective strategy and tactics of behavior — via varied forms of formal education of students, and informal professional education, online collaboration enabled the self-organized teacher continuing professional development movement.

*Methodology and program of the research.* Within this project the empirical array based on the axiological and personality-oriented, system-based and holistic approaches to philosophical understanding and critical analysis of literary sources reflects the humanitarian and humanistic aspects of professional development education as a whole, and the issues of education and personal development in the process of the harmonious interaction of all the participants.

*The results of the search experiment* that includes input and output testing, interviewing and questioning students (in our case, teachers of social and humanitarian disciplines) for knowledge and practical understanding of value dominants of modern education, allow us to identify the ways and means of reasonable updating of the value context of the regional professional development of teachers for to improve the quality of education and training of the younger generation.

*In conclusion,* the authors emphasize the necessity to make fundamental changes of the forms of self-organized teacher Continuing Professional Development system in the light of new educational values, particularly, via tutorial support of pedagogues.

**Keywords:** historical memory; historical concept; humanityship in education; value dominants; cross-border regional system; continuing professional development; the multicultural globalizing world; educational potential; national projects.

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### 1. INTRODUCTION

**Problem statement.** In the time of uncertainty and instability of the transforming socio-cultural situation characterized by globalization the humanistic orientation of the educational system in the space of radical changes in ideology, in public life on the whole, has been observed in the pedagogical consciousness and scholarship for more than a year. This is evidenced by changes in perceptions of the goals and value context of education, which are reflected both at the state level (development of a corpus of national projects) and at the regional level (cultivation of various novel educational initiatives). The increase of the importance of the Humanities in education as a value dominant for the formation of a culture oriented personality who is able to take responsibility for their actions, words, as well as to make a choice of priority between personal life and social challenges, for to recognize the challenges to the very foundations of the country's unity and stability for its historical existence and development is currently under consideration and discussion [3; 5–6].

nal projects) and at the regional level (cultivation of various novel educational initiatives). The increase of the importance of the Humanities in education as a value dominant for the formation of a culture oriented personality who is able to take responsibility for their actions, words, as well as to make a choice of priority between personal life and social challenges, for to recognize the challenges to the very foundations of the country's unity and stability for its historical existence and development is currently under consideration and discussion [3; 5–6].

As is the case, the problem of national and cultural identity has sharply worsened, the value field of national culture is rapidly becoming saturated with foreign cultural samples, which by their nature come into conflict with the products of cultural activity that were created by Russian philosophers, writers, playwrights, and artists at previous stages of the historical development of our state. The existence of a traditional national culture turned out to be incompatible with the content of the culture of modern civilization, in which the basic values of Russian culture and universal values are unnecessary and harmful from the point of view of the ideal of prosperity [1; 7]. Creating conditions for the formation of national and cultural identity of the youth through the implementation of self-identification, value-orientation and socializing potentials of national culture is currently one of the most crucial problems of modern Russian society, which is rapidly being drawn and influenced by the globalization processes [7; 10–12]. Having great pedagogical potential, historical and cultural heritage of the region contributes to the national identity and cultural diversity, and to the implementation of the tasks of socialization and acculturation of the youth. But this is only effective if the historical and cultural heritage of the region is recognized and used as an identification resource. In this regard, it is necessary to recognize that the rich historical and cultural heritage of the regions is poorly demanded in socio-cultural practices, and this negatively affects the processes of cultural self-identification of the younger generation [2; 4; 8].

Of special interest and importance for this research paper, the problem value context concerns Siberia, the Novosibirsk Oblast, to which are devoted the famous words of M. V. Lomonosov: "... Russian power will grow in Siberia and the Northern Ocean, and reach the main European settlements in Asia and America" [3; 5–7; 12], the words that reflect the essence of mythological ideas about Siberia in the minds of our contemporaries and descendants. The word "Siberia" is associated with something global, great, boundless, but at the same time, harsh, cold, soulless, unfriendly. The most adequate reflection of such ideas is the sentence "cold hell", found in the "History of the State": North Asia, a place of hard labor and exile, "lost" places. Within this approach the natural resources of Siberia are considered only as a resource that supports the viability of European Russia. However, during several centuries of Russian advance to Siberia, a settled population was formed in the Asian part of Russia, for which Siberia became a small Homeland, a place where the life of many generations is connected. Thus, patriotism as a dominant value for the population is associated with the history of the region, city, village, district, home, and family traditions. And this can only be done if one loves and respects what was created by previous generations, what A. S. Pushkin called "love for paternal coffins". "The guarantee of greatness" of the state is "self-determination and self-identification of the person", who knows and loves his

culture, his country, its history. If a person is indifferent to the historical monuments of his country, he is usually indifferent to his country" [6–7; 9; 12; 14]. In the transforming the socio-cultural situation of the particular region of Siberia the following questions are posed — how to reconstruct the process of cultural and educational transmission, in which the continuity of culture and value context of education will not be violated; which socio-cultural values and traditions should be passed on to the younger generation into the educational process and learning, must be focused on for the interests of man, society and the state; how to avoid technocratic snobbery and primitive pragmatism, and to increase the creative potential and vitality of the individual [1–3; 5; 9; 10; 13], which make up the challenges more transparent, clear and positive for *to expand the value context of philosophy of education, pedagogy of education, and subject methodologies* where daily and in each session, one can observe the increase of the educational values for the development potential of education, its content and technology aspects, for the development of culturally oriented personality. The inner world of a person does not by itself form the awareness of a sense of patriotism — it is only the foundations. The formation occurs when it comes into contact with social values, ideals and traditions. The work of teachers lays the foundation for the spiritual and moral development of teenagers. Patriotism, the desire to serve the Fatherland, to try to be not only a successful person, but also to benefit the country are the core and basis of all educational work in any educational organization [3; 6; 8; 9; 14].

The above factors allowed to define a problem statement and see *the purpose of this paper* in theoretical and practical justification of the communicative model of humanityship in education in the space of innovative educational initiatives at the regional level, where the dominant values of which are outlined at the state level in the framework of national projects — education of citizen and patriot, a man of high personal and social responsibility, effective strategy and tactics of behavior, and where the role of teachers, teaching community as a whole, known as Open Space Technology, that is empowered by the open connectivity afforded by communication channels of contemporary social media.

## 2. METHODOLOGY

**Scientific exposition** covers the presented statements for consideration and further discussion. They concern the analysis of current studies of the above problem allowing to distinguish three main groups of scholarship in methodology and pedagogy of patriotic education and how to foster students in the space of school subjects of the Humanities, and for to formulate some of the most important frameworks for the communicative model of harmonious interaction of the participants of the regional novel educational processes based on the dominant values of humanityship — *historical memory, historical concept, humanityship*

*in education, patriotism, national and language consciousness — in the cross-border regional environment.*

The first statement concerns the first group of the investigations that discusses the question of the content of education — “*What to teach?*” that belongs to the eternal ones. The cultural competence of people, ordinary citizens and politicians, is gaining considerable weight and importance. Depending on how well people understand the values of their culture and compare them with the values of other peoples’ cultures, the well-being of the people is also determined. As is the case, the problem of intellectual component of the educational space is of prior significance [2]. For Russians, who for well-known reasons have been rejected from many values of their culture and culture on the whole, this task is of particular importance. In this regard, it becomes clear that the emergence and development of *culturological (culture) approach* in Russian pedagogy [7] a direction that, although heterogeneous in its composition (from the orientation to the national school to the school of dialogue of cultures, V. S. Bibler), is gaining more and more authority and supporters among educators and secondary schoolteachers [5; 6; 10; 13]. In the strict sense of the word, it is not the cultures that interact (culture is a functional concept, not a substantive one), but people and men that are associated with a particular cultural tradition and a language/or languages. Therefore, the interaction of cultures should be represented as a meeting of different systems of values and ways of activity, the mind and behavior of an individual, social groups or community of people via and by means/devices of culture/languages [2; 13].

In case of Russia, the issue of cultural interaction may be considered as the combination of the values of the West and the East, their cultures, and the traditional values of national and ethnic cultures of a Russian, complicated by auto stereotypes of the domestic mentality. Interaction of cultures also includes their influence, and it means that influence suggests difference. Therefore, if we set the task to study the interaction of cultures, it is necessary firstly to identify the values that these peoples differ from each other. In order to draw a significant line between cultures, it is necessary to analyze the basic values that a particular person consciously or unconsciously relies on. [1–3; 10]. Cultural analysis of these concepts will show that, along with the universal content, they have specifics for each culture that requires knowledge and understanding the people of culture.

*Thus, the problem of interaction between cultures falls into two aspects: to recognize one’s own in another culture, and to determine the difficulties of understanding other semantic codes contained in another culture. This task can be fulfilled on the critical analysis of linguistic material, historical events, exploring philosophical, religious, and art texts, works of art, legal acts and other objects with cultural content. Only in this way the discussion about the interaction of cultures is useful and fruitful, both in terms of*

*understanding cultures and educating students to respect the values of their own and other cultures, and in terms of enriching the pedagogical experience and improving the skills of teachers with such dominant values as patriotism and national consciousness [1; 6; 8–9; 11–12; 14].*

*The second statement presents the second group of the studies that concerns the question how to organize the educational process of the poly-cultural space, its technological aspects, in other words, “How to teach for to get fruitful results”, i.e. for to gain the value-oriented educational results based on positive motivation for a culture self-determination of a personality. The current poly-linguistic situation can be represented by a set of factors that affect the individual, society as a whole, and relations between the states, and, therefore, already create a certain environment where it is possible to test conceptual approaches to solving certain problems — the problems of the socio-political, psychological, moral, economic and educational order. Such demonstrative characteristics of the language situation in the world as poly-linguistics (for example, the varieties of the languages, the presence of dialects in almost all countries, the existence of book and spoken literary, slang, etc.) coexists with the idea of creating a single language of communication between people from different countries. The idea to create a unified spiritual and moral, intellectual and information/educational space based on a universal language is not without meaning and continues to exist [1; 2]. In the palette and polyphony of self-expression languages represented in culture educational practices, we see a significant impact on the development of the individual: his life forces/energy, professional and social preferences, adaptation mechanisms, cultural and social mobility.*

Unfortunately, for modern methods of mastering language concepts — concepts of laws and rules — there is a disproportionate predominance of logical-algorithmic (analytical) techniques, that is, the reliance on analysis prevails over the reliance on synthesis. The technology of “synthesizing activity” is present, and in isolation: evidence of this is the artificial juxtaposition of the problems of “speech development” and the main, i.e. theoretical, course of language, these aspects are studied separately. The lack of reliance on the language sense, on the student’s intuition is also one of the unsolved problems of the methodology of Language Teaching [2; 3]. As is the case, in terms of current methodology, professional programs still largely inherit the experience of the scientific situation of the twentieth century, characterized by the idea of language material as an anonymous word, a universal word and no one’s. Such a word exists as if out of context, that is, out of a living communicative situation. Language learning is also structured accordingly: it is the study of objective language patterns, abstract concepts and norms — outside of the subjective experience of the participants themselves. This “subjective” aspect of language learning, i.e., comprehension of the personality of the

learner and the teacher, the real, is always individual verbal behavior of linguistic personality, its "speech portrait", do not fit into the rules and regulations — to this day it remains underused [2; 4; 8; 13].

*As is the case, the main problem* is that the participants of the educational process often do not realize their own speech experience: the experience of reading, writing, speaking, listening. Namely, it should act as a proper subject of study. The continuing practice of learning a language outside the meaning of a communicative situation is recognized as a lack of language education as part of humanitarian education. The study of the native language only in the sphere of objective meanings, in addition to subjective meanings, leads to the emergence of so-called "functional illiteracy". So, this phenomenon, observed by psychologists and scientific educators in a variety of educational fields, consists in the inability to apply knowledge in an informal situation. The solution is seen in changing conditions of speech activity, distant learning, online collaboration and activities, online seminars and conferences, refresher courses and individual consultations, teachers sharing ideas with teachers (shared domain) and connected community, self-organized activities, informal reflection on developing activities and practices, online exchanges, etc. [2; 3; 6; 13].

*The third statement* covers the results of the third group of the research that concern the question of "Who teaches and what to evaluate?" However, the facts of free, extracurricular speech that best demonstrate the presence or absence of functional literacy, as a rule, do not become the subject of special diagnostics at all. The described circumstances confirm the thesis that in modern practice of teaching language (both native and foreign) and educational languages (verbal and non-verbal, iconic and artificial, specialized), on the whole, it is necessary to restore the balance between two types of actions-actions of an analytical nature and synthesizing actions. At the same time, both stages of "synthesis" require full-fledged growth and development: both the stage of intuitive speech action and the stage of conscious, controlled speech action [2; 5; 13], which is the essence of culturally-oriented practices that help implement innovative educational processes laid down in national projects in the name of man [10; 13].

And so, mainly it concerns the problem of professional development of a pedagogue, his/her continuous education as a language personality, and here, we fully support the concept delivered at recent conference dedicated to professional development of a pedagogue by MGU Professor Svetlana Ter-Minasova (Moscow, 2019), "The present-day situation with English Language Learning and Teaching (ELLT) in Russia stems from various historically and culturally determined traditions which can be summed up as follows: depth, perfectionism, deliberate antipragmatism; solid theoretical basis; mass production of ELLT in the Soviet period; teacher orientation. Under the Soviet rule the traditions were strengthened and

formulated as pivots of ELLT. They were to be followed faithfully and blindly. The whirlwind of Post-Soviet period swept away most of the old ideas and introduced radical, sometimes polarly opposed innovations. The changes and innovations in the sphere of ELLT in Russia brought by the new times (omitting those shared with the rest of the world: the advance of new technologies, globalization consequences, etc.) can be presented as follows: great variety of motivations, goals, demands, types of learners, language teaching materials and methods; a "discovery" of the cultural barrier, a burst of interest in cross-cultural studies, the revival of "dead" languages; an intense interest in non-verbal means of communication; a conflict of cultures between teachers and students as offspring from two very different countries, competition between state and private schools, and many minor ones. Finally, the major title role that professional communities are called to play in the development of ELLT in Russia. It is our cause to replace the governmental orders of the old times with the ideas developed by professionals in language learning and teaching, especially as our profession is unique in the sense that we are both foreign language teachers and learners".

*To sum it up*, the above results of the three main groups of both Russian and international investigations on the problem under consideration in our research give the grounds for to emphasize the three reasons for implementation of the methodological message of humanization into the regional educational space as a prior concept that the communicative model of the regional space under discussion is based on:

1) humanization and humanities of education should be aimed at strengthening those provisions of domestic and international pedagogy that focus on respect for the personality of students, the formation of independence, the establishment of humane, trusting relationships between a student and a teacher; the above concept reflects on the whole the key essence for to introduce the conditions of the cultural and creative mission of Russian school, the school of national language self-awareness, the school of knowledge about man, humanity and history, and highlighting the humanitarian aspect of all academic subjects; in other words, research of value-oriented educational needs is of prior importance;

2) in terms of humanityship of education we see the information and communication model based on the perception of the nature of the subject and its novel senses and meanings of humanistic realities, and the use of adequate means for the design of novel educational initiatives of the Region under discussion; the latter is recognized as an integral part of the global communication space-interdisciplinary in nature, multilingual in content of culturally-oriented information samples, and polyphonic in the composition of subject centers, the participants of the educational processes; research of the need-motivational sphere of students;

3) humanityship of education is not reduced to academic subjects; we do not consider this pedagogical reality as objectivity; at least, in relation to objectivity, this phenomenon is an over-subject in the educational process; in turn, over-subject provides for the formation and development of universal (meta-subject) skills in the space of "intellectual education" (according to I. Ilyin), which "...is primarily education for amateur contemplation and thinking for research" [7, p. 796]; monitoring of the educational content and context.

As is the case, we are surely aware of the phenomenon that relates to the main factors of cultural mission of education in the sphere of patriotic education of a student as the most important criteria of cultural self-determination of a personality.

*Program of the research.* The above philosophical and cultural challenges that formed the basis for socio-philosophical analysis of the realities of a multicultural & multilingual world within the authors' research works [1-3; 9; 14], open wide methodological horizons for the implementation of the axiological aspects of the program for humanization of the educational professional environment in the cross-border region of the Novosibirsk region, that cover an area of almost four European countries as France, and border on many Eastern regions, and also to present the main methodological and general pedagogical/pragmatic approaches — holistic, communicative, axiological as a priority — within the above frameworks of the communicative model for to introduce value dominants of innovative educational innovations in the framework of the project "Teacher of the future". The program covers three stages: 1) innovation of the professional educational space in the region, 2) introduction of Open Space Technology in terms of Tutorial Support, 3) evaluation of the regional events of the professional space in terms of patriotic education that concerns pragmatic analysis of the pluses and minuses of the research experiment — introduction, observation, and survey of the results which reflect the communicative model within the three frameworks.

### 3. RESULTS

Here we present the effects and main results of this research in the framework of the above statements that cover the very gist of the Communicative Model. This model concerns the factors for professional self-development of teachers in the sphere of creating conditions for culture self-determination of a personality. For this purpose in the space of continuing professional development of a teacher the corpus of development projects aimed at widening boundaries of the regional history knowledge are introduced. The inner world of a person does not by itself form the awareness of a sense of patriotism — it is only the foundations. The formation occurs when it comes into contact with social values, ideals and traditions. The work of teachers lays the foundation for the spiritual and moral development of teenagers. Patriotism, the desire to

serve the Fatherland, and to try to be not only a successful person, but also to benefit the country are the core and basis of all educational work in any educational organization [9;13;14]. The three main frameworks are considered as the most significant from the viewpoint of continuing professional development of a teacher.

*Framework One.* More than ever before, the increase of implementation of the concepts of teaching and learning school subjects of the Curriculum into a real pedagogical practice is considered as a result of the adoption of the national project "Education". In accordance with the Decree of the President of the Russian Federation "on national goals and strategy-strategic development goals of the Russian Federation for the period up to 2024 from 07.05.2018 in the Novosibirsk region as part of the national 10 regional projects have been launched for the "Education" project: "Temporary school", "Success of every child", "Support for families with disabilities children", "Digital educational environment", "Teacher of the future", "Young professionals (the increase of the competitiveness of professional education) development", "New opportunities for everyone", "Social activity", "Export of education", "Social Lifts". And a widespread implementation of Subject Concepts in the practical activities of teachers of Novosibirsk region, i.e. "works" for the implementation of the project "Teacher of the future" [9].

In the Novosibirsk Region, the system of certification of managers of general education, educational organizations implies the creation of optimal conditions for continuous and systematic support of teaching community. Before the system of professional development education there posed the task to organize professional development training of teachers on the basis of common principles established for teachers of all subjects of the Russian Federation. At least 50 % of teachers by 2024 will increase the level of professional skills in the following forms of continuing education, and 10 % should undergo a voluntary independent assessment of their professional qualifications. To realise the projects, the Region has established continuous development centers of professional skills of pedagogues that allow them to take a more responsible attitude to the role of the regional history in the formation and development of students [3; 5–6; 13], and put extra emphasis on the formation of national identity and patriotism of children and the youth [3; 9; 14].

*Framework Two.* The second statement concerns the corpus of Technology Tutoring Support Programmes for to organize activities and regular formal practices for harmonious interaction in terms of *Open Space Technology*, i.e. distant learning, online collaboration and activities in the workshops, tours and evening meetings, online seminars and conferences, refresher courses and individual consultations, teachers sharing ideas with teachers (shared domain), connected community, self-organized activities, informal reflection on developing activities and practices, online exchanges, etc., as a contribution to the formation



of responsibility for the future of the country, and to deeper understanding of history processes, i.e. the activities aimed at developing students/teachers' interest in the national and regional history.

During the past two years more than ten new additional professional programmes were developed and approved in the Region. We do know that the results of the implementation depend on how pedagogically appropriate they are, and how effectively they are integrated into the programme and refresher courses of the continuous professional development. They should be reviewed, evaluated and selected according to professionally relevant content, educational values, number of reviews on pluses and difficulties with reference to a particular programme course. First, the subject matter of the course should be defined and the scope of lessons determined. The outlined lesson design and types of activities corresponding to the teaching and learning goals, including different resources, should be developed. Finally, the lesson should be piloted into the classroom to ensure that it is well designed, and then adapted if needed [2–3; 10; 13].

*Framework Three* is becoming annually the basis for meaningful technology for the formation of an effective professional environment for positive strategic communications at the regional level. Further on, it is discussed why these changes are of great significance in terms of the study of modern factors for improving the quality of professional development of teachers, in particular, their communicative competencies, which are becoming increasingly important in the multicultural globalizing world of strategic communications. The third statement concerns the assessment of regional-scale events based on the integration of all the subjects in the educational environment and reflected the factors for professional self-development of teachers in the sphere of creating conditions for culture self-determination of a student. For this purpose in the space of continuing professional development of a teacher, the corpus of development projects aimed at widening boundaries of the regional history knowledge. The results of this stage are varied teachers' projects fulfilled under the guidance of the authors of this article.

*Project One*, 2015–2020, covers varied publications in the format of the teachers' articles and Regional textbooks for schoolteachers (Teach International Languages. Prosveshenje. Foreign Languages // Online Journal. 2017. Vol. 2. Available at: <http://iyazyki.prosv.ru/2017/09/21/>), and Regional textbooks for schoolchildren named "Spotlight on Novosibirsk region". The textbook covers different texts in English about sites of interest of Novosibirsk Oblast (Foreign Languages. Prosveshenje. 2019. Vol. 7. Available at: <http://iyazyki.prosv.ru/2019/04/05/>).

*Project Two* includes different humanitarian activities and culture practices devoted to patriotic education of students during extra-curricular events — conferences, actions, seminars, competitions and Olympiads, military-Patriotic clubs, patriotic marches, Internet and online

marathons, sports events, etc. These events in the framework of the educational campaign "For the spiritual and moral revival of Russia" started to strengthen the unity of the Russian nation, the moral foundations of the society and harmonious interaction of interethnic relations in the format of Trains Events. *The Trains Actions* intended cultural events (concerts), representatives of the Russian Orthodox Church took parties in the events (interviews, discussions); the healthcare workers carried out the relevant techniques. The average number of participants is usually more than 5,000 persons of annual regional student scientific and practical conferences "Pockryshkin Readings", "I am a Russian!", "Events, people, facts", etc. More than 1000 scientific and practical works and abstracts related to the biography of famous people-Siberians, the history of our country, the history of the great Patriotic war, the history of our small Homeland, many of which were awarded diplomas of various degrees.

*Project Three* reflects the results of annual activities aimed at supporting the development of the Russian language as the state language of the Russian Federation and the language of interethnic communication (since 2017, June) are held on the territory of municipal districts of the Novosibirsk region. The event includes a thematic holiday program — competitions, master classes, workshops, exhibitions, performances of artists, festive concerts, meetings with native speakers, exhibitions of national costumes, represented by samples of costumes of 15 nationalities, and round and discussion tables. The event is aimed at attracting the population of the Novosibirsk region to the topic of the Russian language as a unifying tool of communication on the national scale, creating conditions for strengthening the all-Russian civil unity, preserving and developing the ethnic and cultural diversity of the peoples living in the Novosibirsk region, developing the spiritual and moral foundations and original culture of the Russian Cossacks.

*Project Four* is dedicated to the activities of regional military-patriotic clubs. Only in institutions of secondary vocational education 34 clubs and 43 groups of public associations of law enforcement orientation organize annual actions "Day of Eternal Fire", "Candle of Memory", competitions in military-applied sports among cadets of military-patriotic clubs: the Regional stage of the all-Russian military-sports game "Victory", the platform to verify the performance of heads that allows to assess the level of training involved in military-patriotic education. This activity contributes to the strengthening of prestige of service in the Armed Forces of the Russian Federation among the residents of the Novosibirsk region, to improve the level of training of cadets of military-patriotic clubs, and vocational guidance of the youth in the sphere of military specialties.

#### 4. CONCLUSION

**In conclusion** we have to define that the above programme-target setting is the result of the authors' research

that suggested: a) thorough analysis of the problem aspects of patriotic education of the nation via the positivity of dynamic processes in a developing socio-cultural environment and education; b) introduction of holistic historical and cultural approach to one of the innovation of current Russian education as a realia; c) systematization of varied pedagogical activities including Tutorial Support in the framework of Open Space Technology practices in the space of cultures as a methodological basis development of the personality of both a teacher and a student.

As is the case, quite recently, government agencies are beginning to experiment with the format for their formal professional development provision. In the Novosibirsk region since 2019 there starts up the state program "Development of regional policy institutions and civil society in the Novosibirsk region", approved by the decree of the government of the Novosibirsk region from 26.12.2018 № 570-p. The content of the novel professional environment for the formation of cultural practices for participants in cultural interaction based on regional realia. In turn, the above concepts form the basis for the concept sphere of each teachers' language capacities that stimulates positive and harmonious interaction and communication that is the core of the model of patriotic education we present in this paper including axiological, interactive, and project-based approaches to the novel educational processes in the Region that were used as a basis for the organization of the longitudinal experiment in the frameworks of continuous professional development of a pedagogue.

Much consideration is also given to the influence of the psychological theory of motivation and the concept of socio-cultural development of an individual on the formation of the dominant value — the value of patriotism of the younger generation. The paper summarizes the experience of the regional system of recurrent education in this trend, and this underpins our rigorous, high standards and processes in the development and delivery of cert qualifications. The input and output testing, interviewing for knowledge of students/teachers of social and humanitarian disciplines, linguists and international language teachers, informal comments and reports by attendees, presenters and organizers of the events constantly refer to the past projects as "the best ones", i.e. as fruitful results. Taken together, and combined with the results in evaluative reports of a similar format, these observations would suggest the phenomenon deserves further research to describe its essential components and evaluate its effectiveness and impact.

#### АФОРИЗМ НОМЕРА

Учитель должен обращаться не столько к памяти учащихся, сколько к их разуму, добиваться понимания, а не одного запоминания.

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