ПЕДАГОГИЧЕСКИЕ НАУКИ

INTELLECTUAL ARCHITECTONICS OF REGIONAL INFORMATION AND EDUCATION SPACES IN THE NEW REALIA OF PROFESSIONAL POTENTIAL DEVELOPMENT

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Abstract. This study is a continuation of longitudinal research in the problem area of humanistic activities of the regional information and education environment, which is currently undergoing significant changes due to the actual value aspects of the polyphony of innovative theoretical research and pedagogical findings. The authors see the mission and goals of this article in presenting some novel results of the investigation of regional peculiarities in the aspect of integrated modeling and design. Based on theoretical, methodological and practical search of modern realities the article focuses on the environmental and cultural approaches as the leading ones. The latter helps to formulate the following methodological message: the constructive self-development of the region professional potential is possible if focused on leadership and communicative strategic guidelines. Modeling and designing of the humanitarian trends of the regional information and educational spaces are to develop the research array in terms of the use of systemic humanistic, humanitarian and communicative strategies. It means the reflexive activity on cultural self-determination of a personality who turns/goes professional, and then is in need of the basic intellectual skill set as a priority. As a result of developing the axiology context of the current target study, this project reflects the innovative dominant value trends integrated into the sociocultural and professional system of the region within the threefold intellectual architectonics covering the findings for professional potential development in terms of a) psychological balance; b) the intellectual component of a goer professional c) the communication management of professionals. In conclusion, the authors state the significance of the target goals and devices to systematically develop, test and implement optimal models of communication models for the existence of the participants of a secure information and communication environment, taking into account regional specifics.

Keywords: humanizm, humanitarian practices, the Self as Cultural, psychological balance, information and communication environment, professional potential.

ИНТЕЛЛЕКТУАЛЬНАЯ АРХИТЕКТОНИКА РЕГИОНАЛЬНОЙ ИНФОРМАЦИОННО-ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ В СОВРЕМЕННЫХ РЕАЛИЯХ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОГО ПОТЕНЦИАЛА

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Резюме. Данное исследование является естественным продолжением лонгитюдного исследования в проблемном поле гуманизации региональной информационно-образовательной

среды, которая в настоящее время претерпевает значительные изменения в силу актуализации ценностных аспектов в полифонии теоретических изысканий и педагогических разработок. Целевые установки заключаются в дальнейшей разработке и презентации основных направлений инновационной образовательной деятельности с учетом региональных особенностей в аспекте комплексного моделирования и проектирования. В результате теоретико-методологического и практического осмысления современных реалий в мире и регионе в статье в качестве ведущих подходов используются средовый и культурологический подходы, позволившие сформулировать следующий методологический посыл, согласно которому конструктивное становление современного профессионального потенциала в регионе возможно с опорой на лидерские и коммуникативные стратегические ориентиры. Моделирование и проектирование гуманитарных направлений развития региона доминируют при разработке проблемного поля исследования в области системной гуманизации и гуманитаризации информационно-образовательной среды во имя культурного самоопределения личности профессионала, в базе которого приоритет за интеллектуальной составляющей. Определение ценностных горизонтов образования позволяет в рамках триединой по цели и задачам интеллектуальной архитектоники как результата многолетнего исследования регионального уровня системно реализовывать интегративную комплексную модель целевых установок, содержания и технологичности учебно-воспитательного процесса. В частности, от проектной деятельности педагога – к культурным практикам обучающихся в формате проектов в целях создания условий безопасного образовательного пространства. На базе ценностного контекста искомого микроисследования предложена одна из возможных моделей инновационных интегрированных практик в рамках непрерывного образования, в базе которого: 1. Ценностный контекст, охватывающий наиболее значимые аспекты создания условий психологического равновесия в информационной социокультурной среде. 2. Ведущие направления научно-методической поддержки профессионального педагогического сообщества в условиях инновационной образовательной идеологии в аспекте интеллектуальной составляющей. 3. Качественные изменения архитектоники коммуникационного менеджмента непосредственных его участников. В заключение авторы делают вывод о необходимости дальнейшей системной разработки, апробации и реализации оптимальных моделей взаимодействия и бытования непосредственных участников в условиях безопасной информационно-коммуникативной среды с учетом региональных особенностей и возможностей.

Ключевые слова: *гуманизация, гуманитарные практики, культурное самоопределение личности, психологическое равновесие, информационно-коммуникативная среда, профессиональный потенциал.*

Background

The focus on professionalization of a modern specialist within varied state social and educational program innovations and trends is a priority goal to promote and implement the intellectual ratio (cognition, emotion, status in terms of language and communicative competences) based on authentic Knowledge Content (KC), Digital Technologies (DT), and Communication Management Techniques (CMT) into all spheres of social and educational activity of a personality. For it is the New Times of Digitalization within all spheres of our life give us no way out but to be in the centric chaotic postindustrial society with its constructive changes and challenge, in particular, within innovative scientific initiatives aimed at Artificial Intellect Search Designs. Written out of years of experience and observation in Russia the model under consideration is positioned in the spaces of the Russian educational constructive environmental changes for professionalization of a modern student/educator in a society mobilized for authentic education. A critical vision of the accumulated experience in Pedagogy and Pragma as the leading ideology of this micro-study allows one to highlight such an important aspect as psychological comfort to investigate organizational and pedagogical trends to ensure the secu-

rity and psychological balance of teachers and students in the learning and teaching process. At present it is no secret that the security first and foremost has been associated with the final certification of students for more than a year, positioned as a destabilizing factor of Russian education as a whole. Dissatisfaction with the educational results is often demonstrated on both levels, national and regional. The issue of the need to conduct the Unified State Exam within the problem subject areas, as well as educational organizations, is controversial. The causes of the objective and subjective nature of the psychological imbalance within transformations of education are investigated. The reasons are lack of human resources, professional deficits of teachers, in particular, the need to improve the communication and linguistic culture of the individual, the authenticity of educational and methodological resources for educational organizations. As for the current context of introducing the Updated Federal State Educational Standards, we are to be in the know that the evaluation of the results of the development of State and Regional sociocultural programs is to become a socially significant and motivating factor and mechanism in the system of high-quality national status of education. As is the case, this should ensure the continuity of the process for providing relevant feedback while designing a safe communication environment based on psychological balance in the aspect of the specifics of the Regional opportunities – sociocultural, educational, professional (Bulankina, Neljubov, Umbrashko, 2022; Bulankina et al., 2019), i.e. intellectual architectonics of the problem issues under investigation.

Scientific exposition

Currently, for improving the Concept Sphere of humanities education and for achieving the educational results via mastering novel educational program initiatives of the State, of particular importance is the research area for optimal knowledge and the skill set in regard to *Content, Technology and Communication Management* modus (C.T. & S.M) for the information and language/communication security within the structural intellectual elements of the regional communication eco-system spaces. Number One Knowledge Content problem based on the Concept Sphere of Russia Education, the Humanities and Languages – grammar and lexis, textbooks as the reflection of dominant values of our country and the State, the core of devices and the choice of textbooks – currently unified focuses on a priority of a communication-semantic paradigm of modern education covering the universal values, human life and health, free personal development. Now it concerns the process of discussing by both our Citizenship and Educators, the past few years, the statements consider several initiatives to modernizing public effects for providing new opportunities to adult citizens and social organizations. They are Subject Concepts, State Education Standards, National project "Education", etc.

These Leadership trends are in need of the Self as intellectual and cultural of professionals able to make the outmost of critical thinking skills set in regard to comprehension for the social events and life values (Adem, Berkessa, 2022; Bulankina, 2020; Bulankina, Neljubov, Umbrashko, 2022; Döös, Wilhelmson, 2015; Rönnerman, Edwards-Groves, Grootenboer, 2015). The appeal to these strategic aspects of the problem within the current on Leadership-via-Communication ideology of education is to clarify and solve the actual issues of life-long development of a being. *First,* the integration processes into public school and university education involves cooperation and communication on each level of the architectonics of the region – citizens and public administration, educators, etc. (Adem, Berkessa, 2022; Bulankina, 2020; Döös, Wilhelmson, 2015; Louis, 2015; Sunde, Ulvik, 2014). *Second,* based on *andragogy* as a learning approach to innovation trends the public school system is to reconsider the learning/teaching process from the face-to-face activity in ready-made, well-organized information concept to the socio-cultural component as maxima (Döös, Wilhelm-

son, 2015; Khukhlaev et al., 2020; Lopatukhina et al., 2020; Louis, 2015). *Third,* the transformation of the educational process within Leadership issues into the communication of all participants on equal terms as professional mixers is to be based on intellectual component for doable students to understand for comprehension authentic culture as creative potential element of the social activity, and moral education (Döös, Wilhelmson, 2015; Lopatukhina et al., 2020; Merket, 2022; Sunde, Ulvik, 2014). Thus, based on these ideological concepts the goal of this study *is* threefold while considering and improving each element of humanities teaching and national/international cultures in terms of novel humanities & language didactic priorities that constitute the core of value dominants of Russian Education to answer the following questions in terms of intercultural communication in terms of regional peculiar specifics and possibilities.

Methodology

The empirical array focused on humanism concepts of the multicultural education space and the process where a) the pedagogical axiology of the educational process has a huge potential for creating psychologically comfortable atmosphere for cultural reproduction and developing the student's motivational readiness for the Self as learning in the supportive learning and teaching concepts of intercultural communication; b) multicultural education refers to an idea or concept, a movement for educational reforms, and to the process in terms of a holistic approach to the student language component based on intellectual potential via personal languages of learning – thesaurus, intellect, activity, and status; c) all students regardless their culture and education background have equal opportunities to learn, and to experience educational equality when receiving education; students who belong to a common macro-culture, are more likely to succeed than students who belong to micro-cultures having other culture characteristics; d) the project activity of the teacher – the culture activity of students in the format of projects – conditions for a secure educational space.

Results and their discussion

These conceptual ideas constitute the basis for the Dominant Value Design of Intellectual Architectonics in the aspect of personified planning and programming via Mentoring at the teacher refresher courses the past five years in the period of 2019 till present. The search approbation is held on the basis of In-Service Training and Retraining Institution, and regional public schools where regular renovation of personified planning and programming gives grounds for the holistic realization of the prior principles of humanism and communicative paradigm of this study. In sum, the main conceptual idea states that environmental and cultural approaches as the leading ones made it possible to formulate the following methodological message, according to which the constructive formation of modern professional potential in the region is possible if based on leadership and communicative strategic guidelines.

1) What kind of Knowledge Content is of prior importance?

2) What kind of Technology tools is a priority?

3) Which post-effects are of primary significance in our own, national educational system and the cultural concepts that underlie it?

1. According to the environmental approach the learning/teaching process is discussed as the spaces within the polyphony of languages (Bulankina et al., 2019) that need the purposeful formation based on integration processes in terms of culture and language pluralism; integration leads to holism and humanitarian self-organization. At any rate our regional education practice shows that the process focuses mainly on the formation of students' instrumental components of activity, in which personal qualities remain unclaimed. The focus on the role of personal and humanities culture in the educational process is still declarative. The sys-

tem of modern education suffers from cultivating fragments of knowledge, adaptive skills; does not form consciousness, does not actualize its reflexive and spiritual potential. The contradiction between pedagogical theory and educational practice is growing. The problem area as the methodological readiness of the teacher to solve the tasks listed above is reasonable for one can still spot the gaps in the subject training of young specialists, lack of spare time for self-training and self-education, psychological burnout, deficit of personnel and teacher overload, lack or insufficient funding of their activities and some other reasons. There present the shortcomings in preparation for the final certification are to be minimized as the regional authorities had stated. Therefore, it is required at all levels of public school education for both teacher and student to get to learn the assessment system – as internal assessment and external assessment to identify the features of students' achievement of educational results. If intra-school assessment is used to organize the learning process in the classroom in academic subjects, and is regulated by the local regulations of the educational organization – the current assessment as a procedure for evaluating the individual progress/route of students in mastering the curriculum of the subject and determined by the teacher in regard to the goals of studying the thematic/topical sections, the training module, the academic period, etc.; intermediate certification in the subject (subjects) is according to the academic results; initial (diagnostic) work to assess the overall readiness of students to study at this level of education, the readiness of students to pass the state final certification and other procedures for assessing the quality of education; complex (diagnostic) work to assess the achievement of students' subject and meta-subject educational results, then as a result, we get all the elements of the system of intra-school assessment in academic subjects; they also provide in-school monitoring of educational achievements, i.e. personal, meta-subject and subject results. External assessment procedures focus on general and secondary general education); b) all-Russian verification works (VPR as a value-semantic complex /project in the aspect of quality education for the formation of a unified information and educational space in Russia; c) monitoring studies at the federal, regional and municipal levels. Thus, the target methodic approach reflects the value context of these two types of assessment and meets the requirements of the updated standards for General Education. The targets of each procedure are for bridging the gap between them and unite them, presenting them as elements of a unified system for evaluating the educational results of students.

2. This concept focuses on the evaluating the examination results in foreign languages, the final certification of the program, is considered by the authors of this opus both as a way to see what has been achieved as reasonable for identification of dominant value horizons on the regional level as cross-border and remote regions. At the same time, to reach a new level of high-quality language education, the Department of State Policy and Management in the Field of General Education of Russia are regularly developing and sending methodological recommendations to assessing the achievement of students of the planned results of mastering primary general education programs, basic general and secondary general education. In accord to Article 28 of Federal Law No. 273-FZ of December 29, 2012 "On Education in the Russian Federation" the current monitoring of students' academic performance and intermediate certification as one of the priority competencies of an educational organization is carried out in the forms, frequency and order of their implementation established by schools; individual accounting of the results of mastering by students educational programs, preservation in archives of information about these results on paper and (or) electronic media. The introduction of the Updated Federal State Educational Standard activates the work on updating and implementing unified approaches to the system of assessing the achievements of students, the planned results of the development of a student of the appropriate level of education. The assessment system established by the standards of General Education at all levels of education

has a unified architectonics, structure and conceptual component – the principles of construction and provisions. In accord to these statements, the authors of this study recognize orientation to planned results and an integrated approach to their assessment as a holistic and systemic organizational and pedagogical condition for quality communication management techniques for achieving planned educational results as a priority condition for the security communicative environment when choosing and using conceptual ideas of intellectual element based on humanistic goals and methods of preparing students for the implementation of evaluation technologies (VPR and GIA) in languages.

3. Currently, the intellectual architectonics of educational environment for language education as a significant part of comprehensive model has been developed in the spaces of several districts of Western Siberia MegaPolis. The interest of students in obtaining high-quality effects in learning humanities via languages of education curricula is steadily growing. The demand for languages of education is connected with the future professional training of students. The support to students in choosing a profession and primary preparation for it is an intellectual element of general education. Therefore the school has a specific task to offer students a fairly wide range of specialized training programs that could help students determine their professional interests. This task is currently at the implementation stage. And school teachers are in the know of it. And there is a concept written out by one of the heads of regional school associations in the form of a project work, "Individual personalized collegial communication between the head of the MO and the tutor, a representative of the Institute, as the final and important stage of the implementation of the Model, involves professional communication with each teacher in the aspect of project design" (teacher Gym 10, 2022). After refreshers courses usually teachers present their power point presentations based on texts, in 2022 more than 1000 texts based on their reflexive activity. In the teachers' reports as a result of reflexive activity, the key concepts are information technologies, creative potential, cultural self-determination of the teacher, foreign languages, modern lesson, global competencies, multimedia presentations, special subject vocabulary and speech projects and some others, indicating the saturation and enrichment of the speech activity, the advantages and disadvantages of products of individual creativity. The systemic individual communication with teachers of the Region, as well as with the Head of the methodological associations, helps to establish interaction at a higher level, consistently enrich the individual conceptual sphere of the younger generation of pedagogues within the provisions of the humanistic model of the formation of functional literacy of schoolchildren in the space of modern information technologies. As a result, the teacher, reflecting on the experience, works out a project approach to his own activity, beginning to understand the significance of all its stages. Today there are many different courses and programs that promise to teach something from scratch and even guarantee employment after short-term training. Some technologies, indeed, can be mastered in a few months, but it will not work so quickly to learn how to create new technologies and products. You will have to learn this for more than a year: you also need the ability to write high-quality programs, experience in participating in a variety of projects and live communication with professionals will be useful. Then the output will be a highly qualified specialist, professional who will have a unified picture of the world of information technology in his head and much more opportunities when searching for effective methods of implementing the planned effects. But individual communication and teamwork will not replace any programs and courses. As an example public school "TechnoPolis" began its educational activities on September 1, 2020. On each parallel from 5 to 8, an "I" class (language) was launched, whose students were selected and showed a high level of proficiency in native and foreign languages. In such classes, English is studied on the increased number of hours allocated to learning a foreign language that allows teachers to focus the skill set in functional literacy, actively use

ICT resources, and work on projects in English. Such activity could not but affect the results of evaluation. At the end of the academic year, all the students "I" classes took an exam in English. In all language classes, the indicator of high-quality academic performance in English exceeds 50 %".

Conclusions

To be precise, the problem statement of the authors' target project as a continuation in terms of the longitudinal humanities research on humanistic concepts within the national culture and education, first and foremost, reflects the intellectual architectonics of the authentic social and educational experience within its diversity. In this we see the solution of the alienation and lack of motivation on authentic KC among students that currently scientific educators have witnessed in most of our public schools, general and universities; where the harmony of thinking /interaction/communication/transmission of authentic knowledge from one generation to another, i.e. while raising cultural awareness in the classroom, the intellectual segment of the social community, presents as a factor of paramount importance for effects and challenge of personality and professional development in terms of the Self as Cultural in the polyphony of verbalization, and non-verbalization of the information spaces. In other words, each sign and symbol of the current social and educational environment/system should be taken into consideration for discussing it a "living" thing which is in need of authentic guide, care, and development.

In the light of the concepts under consideration the purpose of education as a value-oriented component of the philosophy and methodology of pedagogical activity in the modern era is seen in the systematic promotion of the concept of humanization of multicultural educational space as a project-created humanitarian reality. Moreover, the tasks of pedagogical activity and pedagogical design as a problematic aspect of the research include the design and implementation of effective methods and techniques for personal development and self-improvement of students/teachers within the professional competencies based on functional literacy (reading, mathematical literacy, natural science literacy, financial literacy). In other words, educational competence is inherently multicomponent. Considering that the defining feature in the definition of the concept of "competence" is the personal attitude of students to the subject being studied and their own educational activities, we single out the existential/intellectual component as the first structural component of educational competence. The main characteristics of this component of educational competence cover value attitude to the process of education in general and to the acquisition of educational competencies in a particular subject area; interest in the Knowledge Content and Technology (process of educational activity). Within the framework of teaching Humanities including the development of this component of educational competence allows one to form a student's personality, his life position, that is, allows one to educate a student within the space of the subjects being studied.

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