



## I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

**The purpose of studying the discipline:** the formation of general professional competencies of graduates related to the implementation of the ability to carry out professional activities in accordance with regulatory legal acts in the field of education and the norms of professional ethics; as well as to carry out spiritual and moral education of students based on basic national values.

### **Objectives of studying the discipline:**

- familiarization of students with the peculiarities of the formation and development of primary general education in Russia and abroad so that they understand the essence of the priority areas of development of the educational system of the Russian Federation, laws and other regulatory legal acts governing educational activities in the Russian Federation, regulatory documents on issues of education and upbringing of children and youth, federal state educational standards of pre-school, primary general, basic general, secondary general, secondary vocational education, vocational training, legislation on the rights of the child, labor legislation; demonstration of knowledge of the spiritual and moral values of the individual, basic national values, models of moral behavior in professional activities;
- development of skills to apply in their activities the main regulatory and legal acts in the field of education and the norms of professional ethics, to ensure the confidentiality of information about the subjects of educational relations obtained in the process of professional activity;
- ensuring the acquisition of skills to demonstrate the ability to form in students a civic position, tolerance and behavior skills in a multicultural environment, the ability to work and live in the modern world, a common culture based on basic national values.

**The place of the discipline in the structure of the OPEP:** implemented within the framework of the basic (mandatory) part of block B1. Disciplines (modules); Module 6 «Substantive».

### **Planned learning outcomes for the course:**

Code of competence	Indicators of competence achievement	Planned learning outcomes for the discipline
<b>GPC-8</b>	<b>To know:</b> - special, including subject and methodological scientific knowledge; - the basics of pedagogical activity of a subject teacher (according to the profile of the educational program)	<b>Knows:</b> - special, including subject and methodological scientific knowledge; - the basics of pedagogical activity of a subject teacher (according to the profile of the educational program)
	<b>To be able to:</b> - use modern technologies and methods of organizing class and extracurricular activities; - use traditional and modern forms and methods of educational work, including in the subject area	<b>Is able to:</b> - use modern technologies and methods of organizing class and extracurricular activities; - use traditional and modern forms and methods of educational work, including in the subject area
	<b>To possess:</b> - skills in organizing various types and forms of classes taking into account the specifics of the subject area; - actions in organizing various types of extracurricular activities: play, educational and research, artistic and productive, cultural and leisure	<b>Possess:</b> - skills in organizing various types and forms of classes taking into account the specifics of the subject area; - actions in organizing various types of extracurricular activities: play, educational and research, artistic and productive, cultural and leisure
<b>PCS-2</b>	<b>To know:</b>	<b>Knows:</b>

	<ul style="list-style-type: none"> <li>- patterns, principles and levels of formation and implementation of educational content in the subject area;</li> <li>- structure, composition and didactic units of the content of a school subject in the subject area;</li> <li>- subject content in the subject area;</li> <li>- skills in selecting variable content taking into account the relationship between class and extracurricular forms of training in the subject area</li> </ul>	<ul style="list-style-type: none"> <li>- the principles of formation of the content of the discipline «The world around»;</li> <li>- the content of the discipline «The world around»;</li> </ul>
	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>- select educational content for implementation in various forms of training in the subject area in accordance with the didactic goals, age characteristics of students and the requirements of the Federal State Educational Standard of General Education</li> </ul>	<p><b>Is able to:</b></p> <ul style="list-style-type: none"> <li>- to carry out the selection of the educational content of the discipline «The surrounding world»;</li> <li>- select educational content for implementation in various forms of training in the subject area in accordance with the didactic goals, age characteristics of students and the requirements of the Federal State Educational Standard of General Education</li> </ul>
	<p><b>To possess:</b></p> <ul style="list-style-type: none"> <li>- skills in applying a systematic approach to the development and implementation of director's projects when organizing concerts, performances and other forms of festive culture in educational organizations;</li> <li>- skills in working in a creative team with other authors and performers within a single artistic concept for the joint achievement of high quality results of creative activity;</li> <li>- methods of working on the technique of stage speech and speech art skills</li> </ul>	<p><b>Possess:</b></p> <ul style="list-style-type: none"> <li>- the subject content of the discourse «The surrounding world»;</li> <li>- the ability to select variable content, taking into account the relationship between the regular and extracurricular forms of the discipline «The world around»</li> </ul>

**II. CONTENT AND SCOPE OF THE DISCIPLINE**  
**indicating the number of hours allocated for contact work of students**  
**with the teacher (by type of classes) and for independent work**

**Full-time education**

№	Name of sections and topics	Total	Classroom lessons			Indep. work
			Lec.	Sem.	Lab.work	
	Section 1. «Education as an important life value and a key factor in cultural development, economic well-being, and technological progress of society at the present stage of its development. The main trends in the formation and development of primary education	<b>180</b>	<b>36</b>	<b>72</b>		<b>72</b>

	abroad»					
1	Topic 1. «Analysis of the best world school education systems. Primary education in Great Britain: from the Middle Ages to the present day»	37	9	16		12
2	Topic 2. «Analysis of the best world school education systems. Primary education in Germany: the Prussian education system as a basic foundation, common roots with the Russian school»	37	9	16		12
3	Topic 3. «Analysis of the best world school education systems. Primary school in France: from 6 to 11 years old»	38	6	16		16
4	Topic 4. «Analysis of the best world school education systems. Primary school in the USA»	34	6	12		16
5	Topic 5. «Analysis of the best world school education systems. Primary school in China»	34	6	12		16
	<i>Total for 1 semester</i>	<i>180</i>	<i>36</i>	<i>72</i>		<i>72</i>
	<i>Credit with grade</i>	<i>1st semester</i>				
	Section 2. «Analysis of the best world school education systems. Primary education in Russia: traditions and innovations, development trends»	<b>180</b>	<b>36</b>	<b>36</b>		<b>108</b>
6	Topic 6. «The influence of global trends in the development of the educational space on the domestic education system. Primary education in Russia: essence, content, prospects»	45	9	9		27
7	Topic 7. «Regularities, principles of organizing the educational process in organizations of different types and kinds. Educational innovations, projects, criteria for assessing their effectiveness»	45	9	9		27
8	Topic 8. «Requirements for educational and methodological support of courses, disciplines; educational programs, modern textbooks, educational and educational-methodological manuals and other teaching aids in primary school in Russia»	45	9	9		27
9	Topic 9. «Planning methodological work and implementation of educational activities in primary school. Designing educational and	45	9	9		27

	individual programs for primary school and developing scientific and methodological support for their implementation»					
	<i>Total for 2 semester</i>	<i>180</i>	<i>36</i>	<i>36</i>		<i>108</i>
	<i>Credit with grade</i>	<i>2nd semester</i>				
<b>10</b>	<b>TOTAL:</b>	<b>360</b>	<b>72</b>	<b>108</b>		<b>180</b>

**Full-time and part-time education** (*not available*)

**Part-time education** (*not available*)

### **III. EVALUATION MATERIALS FOR CONDUCTING CURRENT AND INTERIM CERTIFICATION OF STUDENTS IN THE DISCIPLINE**

Current certification is conducted in the form of a test (performance of a concert program).

#### **Section 1.**

##### **In traditional form:**

1. Identify and describe the essential features of primary school educational programs: traditional, innovative, alternative.
2. Characteristics of existing primary school educational programs.

#### **Standard version of the test**

##### **Option 1**

#### **Tasks with a choice of one or more answer options**

##### *Education in Great Britain (select one answer)*

**1. The first co-educational public boarding school in England for boys and girls was founded by:**

- a) John Hayden Baddeley
- b) Alfred North Whitehead
- c) Bertrand Russell
- d) Bertrand Arthur William Russell

**2. The founder of the Scout movement in Great Britain is:**

- a) Robert Baden-Powell
- b) Bertrand Russell
- c) Alfred North Whitehead
- d) John Hayden Baddeley

##### *Education in Germany (select one answer)*

**3. Preschool education in Germany is a preparatory stage before school. It is conducted in accordance with federal standards and includes different programmes:**

- a) classes for speech development
- b) physical development
- c) learning about the world, culture and art

d) all answers are correct

**4. School education in Germany consists of stages:**

- a) primary education
- b) secondary education of the 1<sup>st</sup> level
- c) secondary education of the 2<sup>nd</sup> level
- d) all answers are correct

*Education in France (select one answer)*

**5. Primary education in France is:**

- a) intuitive and practical
- b) five years in duration: from 6 to 11 years old
- c) all answers are correct
- d) free and compulsory

**6. The basic disciplines of the primary school are:**

- a) French (writing and speech)
- b) Literature
- c) all answers are correct
- d) Maths and developmental subjects

*Education in the USA*

**7. In the USA preschool education system, there are leading programmes by the authors of (select one answer):**

- a) Maria Montessori
- b) Rudolf Steiner (Waldorf pedagogy)
- c) all answers are correct
- d) Reggio Emilia (Italian Reggio pedagogy)

**8. School education in the USA is divided into stages (select one answer):**

- a) primary education (grades 1-5) – children study basic compulsory subjects, do sports and creative activities;
- b) secondary education: Middle School (grades 6-8) or Junior High School (grades 7-9) – in addition to compulsory subjects, there are disciplines of choice;
- c) all answers are correct
- d) upper grades: High School (9-12) or Senior High School (11-12) – reduced number of compulsory subjects, maximum freedom in the choice of subjects.

*Education in China (select one answer)*

**9. According to the Education Law of the People's Republic of China (article 17), the types of education provided in China are:**

- a) preschool education
- b) primary education
- c) all answers are correct
- d) secondary and higher education

**10. The schooling process in China is divided into stages:**

- a) primary school: 6 grades; children from 6 to 11 years old study here
- b) junior secondary (middle) school includes 3 grades
- c) all answers are correct
- d) senior secondary (high) school; education is not compulsory in the last 3 years of Chinese schooling

**Sequencing tasks**

**11. The Education Act of 1870 in Great Britain established the gradation of schools and their sequence in England's 18<sup>th</sup> century education system:**

- a) primary department at an elementary public school for children of 5-7 years old
- b) primary school for children of 7-10 years
- c) secondary school for children over 10 years

d) education after school

**12. The German school system consists of three stages:**

- a) primary education
- b) secondary education of the 1<sup>st</sup> level (Realschule) (duration: 6 years)
- c) secondary education of the 2<sup>nd</sup> level (in the last years of gymnasium – 11<sup>th</sup> and 12<sup>th</sup> grades)
- d) pupils in the 13<sup>th</sup> grade – applicants for university studies

**Matching tasks**

**13. Identify the features of school education in the mentioned countries:**

<b>1) School education in China:</b>	<b>a) The Education Act of 1870</b>
<b>2) School education in the USA is divided into three stages:</b>	<b>b) - primary education, - secondary education of the 1<sup>st</sup> level, - secondary education of the 2<sup>nd</sup> level,</b>
<b>3) The educational system in France has a structure:</b>	<b>c) - preschool education (up to 6 years old), - primary education (6-11 years), - secondary education (11-18 years), ending with a bachelor's degree examination higher education</b>
<b>4) School education in Germany consists of three stages:</b>	<b>d) - primary (grades 1-5) – children study basic compulsory subjects, sports and creative activities - secondary: Middle School (grades 6-8) or Junior High School (grades 7-9) – in addition to compulsory subjects, there are elective subjects - upper grades: High School (9-12) or Senior High School (11-12) – reduced number of compulsory subjects, maximum freedom in the choice of subjects studied</b>
<b>5) The beginning of the system of universal education in England was initiated by the</b>	<b>e) Very high student workloads as well as strict enforcement of discipline</b>

**Open type tasks**

**14. Complete the sentence, 'China's school education system is...'**

**15. Specify what children are taught in an American primary schools.**

**Section 2.**

**Option 1**

**In traditional form:**

1. Describe the concepts: variability of education; variability of forms of education; variability of educational institutions/organizations.
2. Approximate basic educational program of an educational institution: its purpose and legal framework.

**In test form:**

**1. The personnel conditions for the introduction and implementation of the Federal State Educational Standard of Basic General Education do NOT include:**

- a) advanced training of teaching staff and heads of educational institutions
- b) development of recommendations for teaching staff on the organization of extracurricular activities

- c) creation of a teacher self-development program
- d) ensuring continuity in relation to the initial stage of general education
- d) provision of ongoing scientific, methodological and informational support to teachers

**2. The teaching technologies for the effective implementation of the educational process**

**include:**

- a) technology for the development of critical thinking
- b) technologies for determining the individual characteristics of the mental and behavioral development of each child, his deviations from a certain average standard
- c) technology of problem-based learning
- d) technology of integrated learning

**3. The main trends in the development of the primary general education system in Russia**

**include:**

- a) "humanization of education", construction of a developing and developing primary school;
- b) creation of an educational environment that contributes to the development of a child as a person and a citizen;
- c) rational organization of the educational process in a rural small school, in classes with small enrollments;
- d) ensuring conditions for the "transfer" of a child into a subject of primary general education, interested in self-change and capable of it;
- d) creativity and multifunctionality of education as the basis for realizing the rights of gifted and capable children to quality education;
- e) development of children in the system of additional education.

**4. Fill in the blanks by selecting the options from the ones offered: "The curriculum of a specific educational organization must be ... and must be formed due to ... all its components and parts, consisting of the structure, in particular - ... part of the plan. This feature is represented in the interweaving of specific curricula not only for each stage of education, but also for each ..."**

- a) individual
- b) content filling
- c) variable
- d) parallel

**5. In accordance with the Federal State Educational Standard of General Education, the standard for providing educational activities with educational publications is determined based on the calculation:**

- a) at least one textbook in printed and (or) electronic form, sufficient for mastering the program of the academic subject for each student for each academic subject included in the mandatory part of the curriculum of the main educational program;
- b) at least one textbook in printed and (or) electronic form or a teaching aid sufficient for mastering the program of the academic subject for each student for each academic subject included in the part formed by the participants in educational relations, the curriculum of the main educational program.

**Option 2**

**Section 1.**

**In traditional form:**

1. Requirements for the structure of the development program. The goal and objectives of the educational program development.

**Standard version of the test**

## Option 2

### Tasks with a choice of one or more answer options

#### *Education in Great Britain (select one answer)*

**1. The new classification of educational institutions in Great Britain includes:**

- a) primary, secondary and further education
- b) primary, secondary and higher (university) education
- c) preschool, primary, secondary education
- d) preschool, primary, secondary and higher (university) education

**2. Higher education in Great Britain consists of:**

- a) further education colleges, technical colleges, polytechnics and universities
- b) technical colleges and polytechnics
- c) colleges, institutes and universities
- d) technical colleges, polytechnics and universities

**3. Primary school in England was divided into stages:**

- a) the primary stage (from 5 to 7 years old) and the junior stage (from 8 to 11 years old)
- b) primary and junior
- c) primary and secondary
- d) secondary (middle) and upper

#### *Education in Germany (select one answer)*

**4. The dual system of education in Germany is:**

- a) a case where theoretical training is based on special schools (Berufsschule) and practical training takes place in the workplace
- b) a type of professional training where the student receives both theoretical and practical knowledge at the same time
- c) spheres in which it is possible to choose a speciality: industry, crafts, trade, service sector
- d) all answers are correct

**5. Levels of education in Germany:**

- a) preschool, secondary and higher education
- b) a mix of centuries-old historical populations and modern trends
- c) secondary, higher and preschool education
- d) all answers are correct

**6. The peculiarities of primary education in Germany include:**

- a) first graders sit at their desks at age of 6
- b) there are no fixed dates for the beginning of the school year and holidays: they are different in each state and in each public school
- c) in most states primary school lasts 4 years, but in some states it lasts 6 years
- d) all answers are correct

#### *Education in France (select one answer)*

**7. The educational system in France has the structure of:**

- a) preschool education (up to 6 years old)
- b) primary education (6-11 years)
- c) all answers are correct
- d) secondary education (11-18 years)

**8. Education in France has its own specificity:**

- a) clearly national
- b) education is free and compulsory
- c) all answers are correct
- d) graduates of lyceums receive a secondary school certificate and a bachelor's degree

**9. Teaching in schools is in the language of:**

- a) French
- b) in colleges and universities, French and English may be used
- c) all answers are correct
- d) English (conditional on accreditation)

*Education in the USA*

**10. According to the type of funding, schools in the USA are divided into (choose two answers):**

- a) public schools
- b) private schools
- c) all answers are correct
- d) departmental schools

**11. Forms of teaching in the USA primary schools (select one answer):**

- a) classical lessons
- b) project activity
- c) all answers are correct
- d) game methods, excursions

**12. The structure of professional and higher education in the United States includes (select one answer):**

- a) community colleges, technical colleges, and colleges of elementary education (junior)
- b) technical and professional training
- c) all answers are correct
- d) four-year colleges and universities

*Education in China (select one answer)*

**13. The system of higher education and professional education in China is characterised by:**

- a) transition from national traditional standards to the level of international standards
- b) accessibility and mass distribution
- c) all answers are correct
- d) responsibility for the education of citizens, who, together with education, must learn the basic values, norms and attitudes of the Chinese nation, such as building a strong and prosperous state, respect for the law, the importance of self-improvement, justice and diligence

**14. In order to enhance competitiveness in the global education market, the main challenges for the future development of higher education in China are as follows:**

- a) comprehensively improving the quality of higher education
- b) accelerating the modernisation of the higher education management system, improving the institutional system of the modern university
- c) all answers are correct
- d) promoting the specific development of higher education institutions, promoting the internationalisation of higher education

**15. One of the main goals of education reforms in China is:**

- a) modernisation of education in accordance with world standards and training of world-class specialists
- b) improving the quality of education, methods of education management, and the efficiency of scientific research ('Project 211')
- c) all the answers are correct
- d) establishment of reputable research universities and their integration into the international educational space ('Project 985')

**Sequencing tasks**

**16. Primary education in France lasts five years, from age 6 to 11 (if the child has no learning difficulties) and is divided into courses:**

- a) preparatory (CP) (1-2 years)
- b) primary, the 1<sup>st</sup> year (CE 1)

- c) primary, the 2<sup>nd</sup> year (CE 2)
- d) secondary, the 1<sup>st</sup> year (CM 1)
- e) secondary, the 2<sup>nd</sup> year (CM 2)

**17. School education in the USA is divided into three stages:**

- a) primary (grades 1-5) – children study basic compulsory subjects, sports and creative activities
- b) secondary: Middle School (grades 6-8) or Junior High School (grades 7-9) – in addition to compulsory subjects, there are elective subjects
- c) upper grades: High School (9-12) or Senior High School (11-12) – reduced number of compulsory subjects, maximum freedom in the choice of subjects studied

**18. The schooling process in China is divided into 3 stages - set the sequence:**

- a) junior secondary (middle) school: includes 3 grades
- b) primary school: includes 6 grades. Children from 6 to 11 years old study here.
- c) senior secondary school; the last 3 years of Chinese schooling is not compulsory, but it is paid for.

**Matching tasks**

**19. Match the characteristics:**

<b>1) The first primary school in England was opened:</b>	<b>a) patriotic and socialist education</b>
<b>2) The preschool part of education in Germany is called</b>	<b>b) two terms</b>
<b>3) Primary education in France is mainly</b>	<b>c) intuitive and practical</b>
<b>4) The American school year is divided into</b>	<b>d) «Elementary level» — Elementarstufe</b>
<b>5) In China, the great attention is paid to</b>	<b>e) in 1820 by S. Wilderspin in the town of Spitalfields</b>

**Open type tasks**

**20. It is known that kindergartens are often considered the greatest success of the French education system. Why do you think this is?**

**Section 2.**

**Option 2**

**In traditional form:**

1. List the main teaching and methodological kits of primary, basic and secondary (complete) general education. Provide a general description of the teaching and methodological kit, its conceptual, theoretical and methodological and subject-content aspects (using the teaching and methodological kit "School of Russia" as an example).

**In test form:**

**1. The personnel conditions for the introduction and implementation of the Federal State Educational Standard of Basic General Education do NOT include:**

- a) advanced training of teaching staff and heads of educational institutions
- b) development of recommendations for teaching staff on the organization of extracurricular activities
- c) creation of a teacher self-development program
- d) ensuring continuity in relation to the initial stage of general education
- d) provision of ongoing scientific, methodological and informational support to teachers

**2. The teaching technologies for the effective implementation of the educational process include:**

- a) technology for the development of critical thinking
- b) technologies for determining the individual characteristics of the mental and behavioral development of each child, his deviations from a certain average standard
- c) technology of problem-based learning
- d) technology of integrated learning

**3. The main trends in the development of the primary general education system in Russia include:**

- a) "humanization of education", construction of a developing and developing primary school;
- b) creation of an educational environment that contributes to the development of a child as a person and a citizen;
- c) rational organization of the educational process in a rural small school, in classes with small enrollments;
- d) ensuring conditions for the "transfer" of a child into a subject of primary general education, interested in self-change and capable of it;
- d) creativity and multifunctionality of education as the basis for realizing the rights of gifted and capable children to quality education;
- e) development of children in the system of additional education.

**4. Fill in the blanks by selecting the options from the ones offered: "The curriculum of a specific educational organization must be ... and must be formed due to ... all its components and parts, consisting of the structure, in particular - ... part of the plan. This feature is represented in the interweaving of specific curricula not only for each stage of education, but also for each ..."**

- a) individual
- b) content filling
- c) variable
- d) parallel

**5. In accordance with the Federal State Educational Standard of General Education, the standard for providing educational activities with educational publications is determined based on the calculation:**

- a) at least one textbook in printed and (or) electronic form, sufficient for mastering the program of the academic subject for each student for each academic subject included in the mandatory part of the curriculum of the main educational program;
- b) at least one textbook in printed and (or) electronic form or a teaching aid sufficient for mastering the program of the academic subject for each student for each academic subject included in the part formed by the participants in educational relations, the curriculum of the main educational program.

**6. The structure of the main professional educational program may include:**

**add the missing structural elements:**

- a) title page;
- b) general provisions;
- c) characteristics of the professional activities of graduates and requirements for the results of mastering the main professional educational program;
- d) \_\_\_\_\_ ;
- d) material and technical support for the implementation of the OPEP;
- e) \_\_\_\_\_ ;
- g) appendices.

**7. Establish a correspondence: Didactic principles of the activity-based approach in education and their characteristics:**

- a) principle of activity;
- b) principle of continuity of the activity process;

- c) principle of integrity;
- d) principle of minimax;
- d) principle of variability;
- e) principle of creativity.

1) Only when independently searching for answers to non-standard tasks/problems can such a rare result appear: something qualitatively new, a creative product;

2) Students should not develop a “square-nested” method of thinking: “a normal, creatively balanced personality can look at a problem from several sides at once, which greatly facilitates the search for options for solving it”;

3) This means that each school is obliged to provide each student with data in the maximum volume that he can learn in principle; all students upon completion of the educational institution should have a horizon corresponding to the Federal State Educational Standard. Important! The educational process should be organized so that students feel as comfortable as possible from a psychological point of view. Students and teachers should be truly friendly towards each other;

4) During his education, the child should form a holistic idea of the world in which he lives: knowledge and practice will complement each other, contributing to the formation of a harmoniously developed personality;

5) the result of each stage serves as a "starting" point for the next stage of activity;

6) students do not receive the data itself, but only the direction needed for their activity and "discovery".

### **8. Make the right choice and finish the sentence:**

"The fundamental requirement of society to a modern school is: ..."

a) the formation of a personality that would be able to independently and creatively solve scientific, industrial, social problems, think critically, develop and defend their point of view, their beliefs, systematically and continuously replenish and update their knowledge through self-education, improve skills, creatively apply them in reality

b) creating conditions for organizing mental work, i.e. developing the ability to set a goal, choose the means to achieve it, plan work in time.

c) organizing interaction in a team of students

d) developing the ability to learn

### **9. Correlate the grounds for possible classification of methods of organizing educational activities and groups of possible methods, the methods themselves. For effective organization of educational activities the following methods are used:**

a) depending on the source of transmission and perception of information;

b) depending on the influence on the degree of independence of thinking;

c) depending on the subjects of educational activities.

1) verbal: conversations, lectures, discussions, etc.;

2) visual: models, illustrations, pictures, presentations, etc.; practical: doing exercises, conducting experiments, etc.;

3) reproductive (theoretical);

4) productive (practical) - heuristic, search, research, etc.;

5) implementation of educational activities under the guidance of a teacher;

6) independent work of students: within the framework of a lesson - these are laboratory and written works, as well as work in the educational and industrial workshops of the educational institution; outside the educational institution - this is self-education using various methods (reading books, listening to webinars, etc.).

Clarify the content of the statement: "The choice of methods for organizing educational activities is significantly influenced by what \_\_\_\_\_, etc."

### **10. Develop a possible Work Plan for the school methodological association of primary school teachers, taking into account the following structural components:**

a) the topic of the school's methodological work;

- b) the topic of the methodological work of the association of primary school teachers;
- c) the purpose of the methodological work;
- d) the tasks of the methodological work;
- e) areas of work of the MO of primary school teachers for a certain academic year;
- e) forms of methodological work;
- g) resource provision for the activities of the SHMO of primary school teachers. Specify possible resources;
- h) expected results of the work.

Intermediate assessment of students is carried out in the form of a test, a test with a grade, credit with assessment, an exam using the following assessment materials: questions for the test, questions for the exam

### **Exam questions**

1. Analysis of the best world school education systems. Primary education in Russia: traditions and innovations, development trends.
2. The influence of world trends in the development of the educational space on the domestic education system.
3. Primary education in Russia: essence, content, prospects.
4. Patterns, principles of organizing the educational process in educational organizations of different types and kinds.
5. Educational innovations, projects, criteria for assessing their effectiveness.
6. Requirements for educational and methodological support of courses, disciplines; educational programs, for modern textbooks, educational and teaching aids and other teaching aids in primary school in Russia.
7. Planning methodological work and implementation of educational activities in primary school.
8. Designing educational and individual programs for primary school and developing scientific and methodological support for their implementation.
9. State support for gifted children in the primary general education system of Russia.
10. Development of the diversity of primary general education in Russia. Improving the quality of primary general education in the Russian Federation and developing its infrastructure.
11. The main trends in the development of the primary general education system in the Russian Federation.
12. Requirements for educational and methodological support for courses, disciplines of educational programs, modern textbooks, educational and educational-methodological manuals and other teaching aids
13. Features of the application of methods, techniques and technologies for designing and implementing educational programs and individual educational programs in the field of primary general education.
14. Special, including subject and methodological scientific foundations of primary general education.
15. Use of modern technologies and methods for organizing classroom and extracurricular activities of younger students.
16. Features of organizing various types and forms of classes in primary schools in Russia.
17. Organization of various types of extracurricular activities of younger students in educational institutions of the Russian Federation.
18. Patterns, principles and levels of formation and implementation of the content of education in primary school disciplines.
19. Structure, composition and didactic units of content of school subjects in primary school disciplines.

20. Features of the selection of educational content for implementation in various forms of teaching disciplines of the domestic primary school.

21. Subject content of disciplines of primary school in Russia (choice of teaching and methodological kit at the request of the student).

22. Selection of variable content taking into account the relationship between class and extracurricular forms of teaching disciplines of primary school in the Russian Federation.

23. Primary education in the world: stages of training, types of schools, legislation, features of education.

24. Primary education - a launching pad in the global educational space: prospects for the development of primary general education in Russia and abroad.

25. Education as an important life value and a key factor in cultural development, economic well-being, technological progress of society at the present stage of its development.

### **Questions for credit with assessment**

(1,2 semesters)

1. Education as an important life value and a key factor in cultural development, economic well-being, and technological progress of society at the present stage of its development.
2. The main trends in the formation and development of primary education systems abroad.
3. Analysis of the best world school education systems. Primary education in Great Britain: from the Middle Ages to the present day.
4. Primary education in Great Britain: history and prospects.
5. Primary education in Germany: the Prussian education system as a basic foundation, common roots with the Russian school.
6. Primary education in Germany: history and prospects.
7. Germany: the specifics of education abroad, secondary vocational education, primary education.
8. German gymnasiums: humanities, gymnasiums of modern languages; European gymnasium; mathematical and natural science gymnasium; their comparative characteristics.
9. Analysis of the best world school education systems. Primary school in France: from 6 to 11 years.
10. Primary school in France: curricula, regulatory framework, development prospects.
11. The education system in France: historical overview, modern realities.
12. Primary general education in Australia: general characteristics and content.
13. The education system in Australia.
14. School education in the USA - system and features.
15. Primary school in the USA: Russian charter schools in the USA - new hope for the Russian-speaking diaspora.
16. School education in Finland. Learning based on real phenomena.
17. The main trends in the formation and development of primary general education abroad.
18. Traditional and modern forms and methods of educational work in primary school (choice of country at the student's request).
19. Organization of various types and forms of classes in primary school (choice of country at the student's request).
20. Subject content of disciplines in primary school (choice of country at the student's request).

### **Questions for the test**

#### **Tasks with a choice of one or more answer options**

##### *Education in Great Britain (select one answer)*

**1. The first co-educational public boarding school in England for boys and girls was founded by:**

- a) John Hayden Baddeley

- b) Alfred North Whitehead
- c) Bertrand Russell
- d) Bertrand Arthur William Russell

**2. The founder of the Scout movement in Great Britain is:**

- a) Robert Baden-Powell
- b) Bertrand Russell
- c) Alfred North Whitehead
- d) John Hayden Baddeley

**3. The new classification of educational institutions in Great Britain includes:**

- a) primary, secondary and further education
- b) primary, secondary and higher (university) education
- c) preschool, primary, secondary education
- d) preschool, primary, secondary and higher (university) education

**4. Higher education in Great Britain consists of:**

- a) further education colleges, technical colleges, polytechnics and universities
- b) technical colleges and polytechnics
- c) colleges, institutes and universities
- d) technical colleges, polytechnics and universities

**5. Primary school in England was divided into stages:**

- a) the primary stage (from 5 to 7 years old) and the junior stage (from 8 to 11 years old)
- b) primary and junior
- c) primary and secondary
- d) secondary (middle) and upper

*Education in Germany (select one answer)*

**6. Preschool education in Germany is a preparatory stage before school. It is conducted in accordance with federal standards and includes different programmes:**

- a) classes for speech development
- b) physical development
- c) learning about the world, culture and art
- d) all answers are correct

**7. School education in Germany consists of stages:**

- a) primary education
- b) secondary education of the 1<sup>st</sup> level
- c) secondary education of the 2<sup>nd</sup> level
- d) all answers are correct

**8. The dual system of education in Germany is:**

- a) a case where theoretical training is based on special schools (Berufsschule) and practical training takes place in the workplace
- b) a type of professional training where the student receives both theoretical and practical knowledge at the same time
- c) spheres in which it is possible to choose a speciality: industry, crafts, trade, service sector
- d) all answers are correct

**9. Levels of education in Germany:**

- a) preschool, secondary and higher education
- b) a mix of centuries-old historical populations and modern trends
- c) secondary, higher and preschool education
- d) all answers are correct

**10. The peculiarities of primary education in Germany include:**

- a) first graders sit at their desks at age of 6
- b) there are no fixed dates for the beginning of the school year and holidays: they are different in each state and in each public school

- c) in most states primary school lasts 4 years, but in some states it lasts 6 years
- d) all answers are correct

***Education in France (select one answer)***

**11. Primary education in France is:**

- a) intuitive and practical
- b) five years in duration: from 6 to 11 years old
- c) all answers are correct
- d) free and compulsory

**12. The basic disciplines of the primary school are:**

- a) French (writing and speech)
- b) Literature
- c) all answers are correct
- d) Maths and developmental subjects

**13. The educational system in France has the structure of:**

- a) preschool education (up to 6 years old)
- b) primary education (6-11 years)
- c) all answers are correct
- d) secondary education (11-18 years)

**14. Education in France has its own specificity:**

- a) clearly national
- b) education is free and compulsory
- c) all answers are correct
- d) graduates of lyceums receive a secondary school certificate and a bachelor's degree

**15. Teaching in schools is in the language of:**

- a) French
- b) in colleges and universities, French and English may be used
- c) all answers are correct
- d) English (conditional on accreditation)

***Education in the USA***

**16. In the USA preschool education system, there are leading programmes by the authors of (select one answer):**

- a) Maria Montessori
- b) Rudolf Steiner (Waldorf pedagogy)
- c) all answers are correct
- d) Reggio Emilia (Italian Reggio pedagogy)

**17. School education in the USA is divided into stages (select one answer):**

- a) primary education (grades 1-5) – children study basic compulsory subjects, do sports and creative activities;
- b) secondary education: Middle School (grades 6-8) or Junior High School (grades 7-9) – in addition to compulsory subjects, there are disciplines of choice;
- c) all answers are correct
- d) upper grades: High School (9-12) or Senior High School (11-12) – reduced number of compulsory subjects, maximum freedom in the choice of subjects.

**18. According to the type of funding, schools in the USA are divided into (choose two answers):**

- a) public schools
- b) private schools
- c) all answers are correct
- d) departmental schools

**19. Forms of teaching in the USA primary schools (select one answer):**

- a) classical lessons

- b) project activity
- c) all answers are correct
- d) game methods, excursions

**20. The structure of professional and higher education in the United States includes (select one answer):**

- a) community colleges, technical colleges, and colleges of elementary education (junior)
- b) technical and professional training
- c) all answers are correct
- d) four-year colleges and universities

*Education in China (select one answer)*

**21. According to the Education Law of the People's Republic of China (article 17), the types of education provided in China are:**

- a) preschool education
- b) primary education
- c) all answers are correct
- d) secondary and higher education

**22. The schooling process in China is divided into stages:**

- a) primary school: 6 grades; children from 6 to 11 years old study here
- b) junior secondary (middle) school includes 3 grades
- c) all answers are correct
- d) senior secondary (high) school; education is not compulsory in the last 3 years of Chinese schooling

**23. The system of higher education and professional education in China is characterised by:**

- a) transition from national traditional standards to the level of international standards
- b) accessibility and mass distribution
- c) all answers are correct
- d) responsibility for the education of citizens, who, together with education, must learn the basic values, norms and attitudes of the Chinese nation, such as building a strong and prosperous state, respect for the law, the importance of self-improvement, justice and diligence

**24. In order to enhance competitiveness in the global education market, the main challenges for the future development of higher education in China are as follows:**

- a) comprehensively improving the quality of higher education
- b) accelerating the modernisation of the higher education management system, improving the institutional system of the modern university
- c) all answers are correct
- d) promoting the specific development of higher education institutions, promoting the internationalisation of higher education

**25. One of the main goals of education reforms in China is:**

- a) modernisation of education in accordance with world standards and training of world-class specialists
- b) improving the quality of education, methods of education management, and the efficiency of scientific research ('Project 211')
- c) all the answers are correct
- d) establishment of reputable research universities and their integration into the international educational space ('Project 985')

**Sequencing tasks**

**26. The Education Act of 1870 in Great Britain established the gradation of schools and their sequence in England's 18<sup>th</sup> century education system:**

- a) primary department at an elementary public school for children of 5-7 years old
- b) primary school for children of 7-10 years
- c) secondary school for children over 10 years

d) education after school

**27. The German school system consists of three stages:**

- a) primary education
- b) secondary education of the 1<sup>st</sup> level (Realschule) (duration: 6 years)
- c) secondary education of the 2<sup>nd</sup> level (in the last years of gymnasium – 11<sup>th</sup> and 12<sup>th</sup> grades)
- d) pupils in the 13<sup>th</sup> grade – applicants for university studies

**28. Primary education in France lasts five years, from age 6 to 11 (if the child has no learning difficulties) and is divided into courses:**

- a) preparatory (CP) (1-2 years)
- b) primary, the 1<sup>st</sup> year (CE 1)
- c) primary, the 2<sup>nd</sup> year (CE 2)
- d) secondary, the 1<sup>st</sup> year (CM 1)
- e) secondary, the 2<sup>nd</sup> year (CM 2)

**29. School education in the USA is divided into three stages:**

- a) primary (grades 1-5) – children study basic compulsory subjects, sports and creative activities
- b) secondary: Middle School (grades 6-8) or Junior High School (grades 7-9) – in addition to compulsory subjects, there are elective subjects
- c) upper grades: High School (9-12) or Senior High School (11-12) – reduced number of compulsory subjects, maximum freedom in the choice of subjects studied

**30. The schooling process in China is divided into 3 stages - set the sequence:**

- a) junior secondary (middle) school: includes 3 grades
- b) primary school: includes 6 grades. Children from 6 to 11 years old study here.
- c) senior secondary school; the last 3 years of Chinese schooling is not compulsory, but it is paid for.

**Matching tasks**

**31. Identify the features of school education in the mentioned countries:**

<b>1) School education in China:</b>	<b>a) The Education Act of 1870</b>
<b>2) School education in the USA is divided into three stages:</b>	<b>b) - primary education, - secondary education of the 1<sup>st</sup> level, - secondary education of the 2<sup>nd</sup> level,</b>
<b>3) The educational system in France has a structure:</b>	<b>c) - preschool education (up to 6 years old), - primary education (6-11 years), - secondary education (11-18 years), ending with a bachelor's degree examination higher education</b>
<b>4) School education in Germany consists of three stages:</b>	<b>d) - primary (grades 1-5) – children study basic compulsory subjects, sports and creative activities - secondary: Middle School (grades 6-8) or Junior High School (grades 7-9) – in addition to compulsory subjects, there are elective subjects - upper grades: High School (9-12) or Senior High School (11-12) – reduced number of compulsory subjects, maximum freedom in the choice of subjects studied</b>
<b>5) The beginning of the system of universal education in England was initiated by the</b>	<b>e) Very high student workloads as well as strict enforcement of discipline</b>

### 32. Match the characteristics:

1) The first primary school in England was opened:	a) patriotic and socialist education
2) The preschool part of education in Germany is called	b) two terms
3) Primary education in France is mainly	c) intuitive and practical
4) The American school year is divided into	d) «Elementary level» — Elementarstufe
5) In China, the great attention is paid to	e) in 1820 by S. Wilderspin in the town of Spitalfields

### Open type tasks

33. Complete the sentence, 'China's school education system is...'

34. Specify what children are taught in an American primary schools.

35. It is known that kindergartens are often considered the greatest success of the French education system. Why do you think this is?

## IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE

### 4.1. Main literature

1. Dzhurinsky, A. N. Multicultural education in a multinational society: a textbook and practical training for universities / A. N. Dzhurinsky. - 2nd ed., revised. and add. - Moscow: Yurait Publishing House, 2024. - 257 p. - (Higher education). - ISBN 978-5-534-00645-2. - Text: electronic // Educational platform Yurait [website]. - URL: <https://urait.ru/bcode/536365> (date of access: 02.09.2024).

2. Deev, E. E. Development of primary vocational education in Russia: a teaching aid for universities / E. E. Deev. - Moscow: Yurait Publishing House, 2024. - 285 p. - (Higher education). - ISBN 978-5-534-14113-9. - Text: electronic // Educational platform Yurait [website]. - URL: <https://urait.ru/bcode/544124> (date of access: 02.09.2024).

3. Ivanov, E. V. History and methodology of pedagogy and education: a textbook for universities / E. V. Ivanov. - 3rd ed., corrected. - Moscow: Yurait Publishing House, 2024. - 170 p. - (Higher education). - ISBN 978-5-534-16040-6. - Text: electronic // Educational platform Yurait [website]. - URL: <https://urait.ru/bcode/539545> (date of access: 02.09.2024).

### 4.2. Additional literature

1. Zemlyanskaya, E.N. Pedagogy of primary education: a textbook and practical workshop for universities / E. N. Zemlyanskaya. - Moscow: Yurait Publishing House, 2020. - 247 p. - (Higher education) // Yurait Educational Platform [website]. - URL: <https://urait.ru/bcode/457366> (accessed: 02.09.2024).

2. Korotaeva E.V. Methodological recommendations for teaching in primary school: a teaching aid / E.V. Korotaeva. - Moscow: Direct-Media, 2021. - 144 p.: tables, diagrams. - Access mode: by subscription. - URL: <https://biblioclub.ru/index.php?page=book&id=619590> (accessed: 02.09.2024).

3. Education in the global world: innovations, problems and prospects=Education in the global world: innovations, problems and prospects: a collection of articles from the International scientific and practical conference / ed. E.E. Kuzmina. - Moscow; Berlin: Direct-Media, 2018. - 480 p.: tables, ill. - Access mode: by subscription. - URL: <https://biblioclub.ru/index.php?page=book&id=488033> (accessed: 02.09.2024).

## V. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" REQUIRED FOR MASTERING THE DISCIPLINE

№	Link to information resource	Name of the development in electronic form	Availability
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1.	<a href="https://infourok.ru/">https://infourok.ru/</a>	Infourok: educational internet project of Russia. Includes: lesson plans, presentations, tests, video lessons and other materials on school curriculum subjects.	Free access
2.	<a href="http://edu.ru/">http://edu.ru/</a>	Russian Education: Federal Portal. Includes links to portals and websites of educational institutions; state educational standards; regulatory documents; catalog of excursions and educational programs.	Free access
3.	<a href="http://window.edu.ru/">http://window.edu.ru/</a>	The information system "Single Window of Access to Educational Resources" provides free access to the catalog of educational Internet resources and a full-text electronic educational and methodological library for general and professional education	Free access
4.	<a href="http://fcior.edu.ru/">http://fcior.edu.ru/</a>	The Federal Center for Information and Educational Resources (FCIER) provides access to electronic educational resources and services for all levels and stages of education.	Free access

## VI. MODERN PROFESSIONAL DATABASES AND INFORMATION REFERENCE SYSTEMS

1.	<a href="http://www.biblioclub.ru">http://www.biblioclub.ru</a>	Electronic library system (ELS) University library online	Registration via a university computer. Further individual unlimited access from any point where there is access to the Internet
2.	<a href="http://www.garant.ru">www.garant.ru</a>	Information and legal portal	Free access
3.	<a href="http://www.classic-music.ru/">http://www.classic-music.ru/</a>	Classical music.ru	Free access
4.	<a href="http://www.elibrary.ru">www.elibrary.ru</a>	Russian information portal in the field of science, technology, medicine and education	Free access

## VII. LICENSED AND FREELY DISTRIBUTED SOFTWARE

The following licensed and freely distributed software is used in the implementation of the academic discipline:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice and others.

### **VIII. EQUIPMENT AND TECHNICAL TEACHING EQUIPMENT REQUIRED FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE**

Classes are held in classrooms equipped with specialized furniture, including stationary or portable technical teaching aids (projector, screen, computer/laptop).

Independent work is conducted in rooms equipped with computer equipment with the ability to connect to the Internet and provide access to the electronic information and educational environment of the university.