



Check for updates

Обзоры, рецензии

УДК 37

<https://www.doi.org/10.33910/3034-4255-2025-2-1-85-88>

On a new pedagogical journal: A review of the first issue of the journal *Modern Education and Society* (St Petersburg: Herzen University, 2024 — 110 pages)

V. S. Listengarten✉

Abstract. The article examines the contents of the inaugural issue of the new journal *Modern Education and Society*, published by Herzen State Pedagogical University of Russia. In the reviewer's opinion, the analysis of the published articles — addressing a wide array of pedagogical topics — demonstrates the high professional standard of the journal, which continues the best traditions of pedagogical research. The reviewer expresses confidence that the journal will prove valuable to the academic and educational community of the country.

Keywords: pedagogical research, education research, journal, modern education

О новом педагогическом журнале (Рецензия-обзор первого номера журнала «Современное образование и общество». — Санкт-Петербург: Издательство Российского государственного педагогического университета имени А. И. Герцена, 2024. — 110 с.)

В. С. Листенгартен✉

Аннотация. В рецензии представлен обзор содержания первого номера нового журнала «Современное образование и общество», издателем которого стал Российский государственный педагогический университет имени А. И. Герцена. Анализ опубликованных в нем статей, охватывающих широкий круг педагогических проблем, по мнению рецензента, позволяет говорить о высоком профессиональном уровне издания, продолжающем лучшие традиции педагогических исследований, и выразить уверенность, что оно окажется полезным научно-педагогическому сообществу страны.

Ключевые слова: педагогические исследования, журнал, современное образование

St Petersburg, which bore the name Leningrad in Soviet times, has traditionally been and remains a major and recognised centre of pedagogical research. Since the mid-1960s, it has deservedly ranked among the leading centres for the study of higher education pedagogy. It is no coincidence that L. A. Verbitskaya, who for many years served as Rector of St Petersburg University, also held the post of President of the Russian Academy of Education (RAO) in the later period of her distinguished academic career.

One of the most prominent institutions for teacher training and fruitful pedagogical research

continues to be Herzen State Pedagogical University of Russia (Herzen University) — one of the oldest and most respected teacher training universities in the country. In 2024, building on and advancing the traditions of pedagogical research, it launched a new journal entitled *Modern Education and Society*. This review introduces the journal's first issue to the reader.

First and foremost, it is worth noting that the journal's content is shaped by a highly qualified team. The editorial board is chaired by S. S. Kravtsov, Doctor of Sciences (Pedagogy) and Minister

of Education of Russia. The editor-in-chief is Professor S. V. Tarasov, Doctor of Sciences (Pedagogy), Corresponding Member of the Russian Academy of Education, and Rector of Herzen University. The editorial board includes leading scholars and educators from Moscow, St Petersburg, Saratov, Volgograd, Omsk, Yaroslavl and other academic centres, as well as from Uzbekistan, Belarus and China. Voronezh and the Central Black Earth region are represented by the distinguished educator and scholar E. P. Belozertsev, Doctor of Sciences (Pedagogy), Honoured Scientist of Russia, and Professor at Voronezh State Pedagogical University.

It can be stated with full confidence that such a composition of the editorial board is well placed to ensure and maintain a high standard of published material — something clearly demonstrated by the journal's inaugural issue.

The issue opens with the editor-in-chief's foreword, in which the mission of the new journal is defined as the dissemination of the results of Russian and international research on pressing issues of modern education, and the development of an expert platform for discussing problems, trends and projections for its future evolution (p. 5).

This formulation highlights both the theoretical and practical orientation of the journal's publications, and an ambition not only to analyse modern education but also to look ahead.

The journal sets out an impressively broad scope of themes intended for the reader's attention:

- theory and methodology of modern education;
- methodology of modern psychological and pedagogical research in education;
- history of education; dialogue among global educational cultures; educational policy;
- new psychological and pedagogical strategies in teaching, learning, and character education; educational practices; teaching, learning, and character education in a multicultural environment;
- quality management in education; personal development by means of education;
- psychological and pedagogical support of an individual's development by means of education;
- innovation in education; new research in pedagogy and educational psychology;
- international educational projects and studies, etc.

One may reasonably suppose that such a thematic framework will be of interest to the educational community — including university teachers — both as engaged readers and as potential contributors.

Let us turn to the articles published in the journal's first issue.

The lead article is authored by the Minister of Education of Russia S. S. Kravtsov, and is titled 'National education in modern Russia: Systemic sovereignty and current education policy' (pp. 7–11). What makes it particularly noteworthy is its analytical approach, which explores the systemic dimensions of sovereignty in Russia's national education. The author pays special attention to the prospect of harmonising diverse educational practices within a unified national educational sphere.

For the leadership of a broad spectrum of universities — not only pedagogical institutions — and for academic staff, it is crucial to be aware of these trends and directions, as the continuity between secondary and higher education remains a pressing issue, requiring sustained cooperation between school and university educators.

The article by Professor E. P. Belozertsev of Voronezh State Pedagogical University and Associate Professor E. V. Buneeva of Voronezh Institute of the Ministry of Internal Affairs of Russia addresses a highly topical issue: 'Spiritual and moral formation of an individual in professional educational discourse' (pp. 32–42). Professor Belozertsev has addressed this theme on previous occasions, consistently approaching it from a civic and patriotic standpoint. In the article co-authored with E. V. Buneeva, he examines the readiness of the pedagogical community to implement the core tenets of state policy aimed at preserving and reinforcing traditional Russian spiritual and moral values, as enshrined in recent legislative and regulatory documents.

The article is structured into five sections, whose titles speak for themselves. The first section repeats the article's title; the second considers the nature of the spiritually and morally developed individual; the third analyses the structure of spiritual and moral development; the fourth identifies its key indicators; and the fifth focuses on the theme of patriotism. The authors persuasively argue not only for the importance of patriotic education for children and young people, but also for the need to give it action-based content in educational practice. In today's context, the article's subject matter is of particular relevance — especially in light of the fact that 2025 has been declared the Year of the Defender of the Fatherland by President Vladimir Putin.

The theme of patriotic education is continued in the article by Associate Professors A. Yu. Savinova and N. M. Nuzhnova of Herzen University: 'Civic and patriotic education in primary school: Insights from a networking project of the Herzen

University Institute of Childhood and the historical multimedia park Russia is My History' (pp. 43–53). The authors summarise the initial stage of patriotic education for children, carried out through close professional and creative collaboration between Herzen University, local primary schools, a district-level primary education methodological centre, and the municipal history park Russia is My History. The experience they describe is highly valuable and is intended to serve as a foundation for the continued work of teachers and educators in the broadest sense of the term at subsequent stages of schooling and character education of children.

There is little doubt that materials dedicated to the problems of patriotic education will continue to appear regularly in the pages of the journal.

The introduction of specialised academic tracks (subject-focused student groups) in schools is one of the notable pedagogical developments of the second half of the 20th century, which has taken firm root in today's educational practice and owes its emergence to collaboration between secondary and higher education. A key aspect of specialised academic tracks' effectiveness is examined in the article 'Diagnosis and development of teaching abilities in students from classes specializing in psychology and education studies: Evidence from Mordovia State Pedagogical University named after M. E. Evseev' (pp. 54–61). The authors — T. I. Shukshina, A. V. Zhuina, and P. V. Zamkin — hold both leadership and teaching positions at Mordovia State Pedagogical University. They summarise and analyse their work in developing pedagogical technologies for specialised psychology-and-pedagogy tracks at secondary schools, concluding that collective research-based interaction between teachers and school students yields productive results. Notably, while grounded in their own practical experience, the authors also draw upon a substantial body of scholarly literature, referencing nineteen sources in total.

In recent years, distance learning has become firmly embedded in educational practice due to objective circumstances. One important aspect of this phenomenon is explored in the article 'Distance learning in Saint Petersburg: Public participation in education management' (pp. 62–70), written by St Petersburg schoolteachers N. M. Fedorova and M. I. Yelizarov, together I. A. Petrov, Doctor of Sciences (Pedagogy) and head of department at Herzen University. Drawing on their own accumulated experience and research findings, the authors argue for the need to strengthen cooperation among educational institutions of different levels, community representatives, and learners themselves in managing education while taking

digitalisation into account. They also propose concrete avenues for further work in this direction.

The increasing integration of digital technologies into education is addressed in the article 'Parents' and teachers' perceptions of the use of mobile devices by school students' by authors from Herzen University: Associate Professor Yu. L. Proekt (Department of Psychology of Professional Activity), Associate Professor E. B. Spasskaya (Department of Preschool Pedagogy), and research engineers N. O. Ivannushkina and O. S. Bocharova (Institute of Psychology) (pp. 71–85). The article presents findings from an empirical study (supported by numerous tables and charts) and offers practical recommendations based on the results.

Several potential applications are outlined, including the formulation of school policies on digital technology use and the development of parental competencies to support students' digital literacy and culture through coordinated efforts with teachers.

In the context of the active dissemination by Western ideologues and politicians of ideas grounded in Russophobia and separatism, the article 'The contribution of Russian teachers to the development of education and culture of multinational Russia' appears especially timely and relevant [pp. 90–94]. It is co-authored by O. G. Shapieva, Doctor of Sciences (Law), Professor in the Department of Humanities at Herzen University, and R. A. Musaeva, Candidate of Sciences (Philology) and Research Fellow in the same department. Based on a range of literary sources and their own research, the authors highlight the crucial role of Russian teachers in shaping national intelligentsias and national cultures. They underscore the integrative function of the Russian language in educational and cultural communication. Russian teachers, in the sphere of education for non-Russian nationalities within the Russian Federation, have historically played — and continue to play — the role of mentors and humanist educators, fostering interethnic unity.

The author of this review, drawing on his personal experience of engagement with leading scientific and educational institutions in several of Russia's autonomous republics, fully endorses the article's findings and its argument for continuing and advancing the educational and cultural mission of Russian mentor-teachers in the national republics of Russia.

Six articles in the issue are devoted to the challenges and international experience in education and character development.

The reviewer has chosen to focus more closely on the contributions by Russian scholars and

educators and has therefore not addressed the articles by international colleagues, whose contributions undoubtedly warrant separate analysis. It is worth noting, however, that the articles by highly qualified experts from Russia's partner countries — both neighbouring and more geographically distant — are fully aligned with the journal's overall editorial vision. Let this brief acknowledgment suffice for now.

In conclusion, it is fair to say that the launch of this new pedagogical journal is a welcome development. There is every reason to expect that its future issues — four of which are planned annually — will be equally rich in content and committed to bridging theory with practice.

It is only fitting to wish the new journal every success and many engaged readers. To that end, the Council of Rectors of Universities of Voronezh Region has issued a recommendation to regional university libraries to subscribe to the publication. Allow me to offer two modest suggestions for the editorial board's consideration in the future:

- to include regular publications on research in higher education pedagogy;
- to establish a section dedicated to reviews and scholarly overviews.

These, however, are minor remarks. Like a newly launched vessel, the new pedagogical journal has set sail. Let us wish it a safe and successful voyage.

Сведения об авторе

ЛИСТЕНГАРТЕН Владимир Семенович — *Vladimir S. Listengarten*

Воронежский государственный университет, Воронеж, Россия.

Voronezh State University, Voronezh, Russia.

Кандидат исторических наук, доцент, советник ректора, ученый секретарь Совета ректоров вузов Воронежской области.