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L. N. Antilogova[1], N. S. Makarova[1], L. N. Orlova[1],
A. A. Petrusevich[1], N. I. Churkina[1], Stephan Dyrka[2]

[1]Omsk State Pedagogical University, Russia;
[2]University of Warmia and Mazury, Poland.
E-mail: antilogova@yandex.ru, maknat1@yandex.ru, mila.orlova.52@mail.ru,
petrark47@mail.ru, n_churkina@mail.ru, stephan.dyrka@mail.ru

WOMEN'S EDUCATION IN WESTERN SIBERIA (XIX – EARLY XX CENTURY): PROBLEMS OF THE FORMATION AND PECULIARITIES OF THE DEVELOPMENT

Abstract. The article justifies the relevance of considering the history of the establishment and operation of women's educational institutions in Western Siberia throughout the 19th and early 20th centuries. Based on the study of published and archival materials, the article concluded, that there are prerequisites and theoretical ideas and practices, which developed in the Russian Empire in the XVIIII century to change the social status, cultural and educational potential of the women.

Key words: women's education, women's grammar schools, women's schools, Western Siberia, pedagogical education, private grammar schools, education development, educational policy, vocational training, pedagogical activity.

Materials and methods. The main methods of research are theoretical and methodological analysis of normative documents in the field of women's education of the Russian Empire in the XIX – early XX centuries, comparative analysis of statistical data on the time of creation, number of women's educational institutions. Critical and comparative analysis of published materials and data of official sources were presented in archival materials, analysis of pedagogical and methodological literature on various aspects of the history of women's education.

Results. The conditions of the regularity of the establishment and activity of women's educational institutions in Western Siberia have been identified and described, which make it possible to fill the lack of knowledge about the genesis of women's education in the peripheral region in the second half of the 19th century – the beginning of the 20th century as a holistic phenomenon, to identify its content, regularities and stages, to determine the role and place in the development of the educational and cultural level of the population.

Discussion. Studies on the history of women's education in Russia have revealed during the designated period as a result of changes in state educational policy, abolition of serf law, growth of these institutions. The material of regional education supports the idea, that in Western Siberia the public, private initiative played a significant role in the formation of women's schools and grammar schools.

Conclusion. It is concluded, that the development of women's educational institutions has been significantly influenced by the joint activities of the state and society. Women's educational institutions were initially different from men's ones, women in Russia were prepared for the home economy, but vocational training is gradually being formalized, they were prepared for pedagogical activities; rapid growth of women's schools, grammar schools, primary schools and high schools in the region was possible to train the contingent of the teachers.

Basic provisions:

• Patterns and stages of formation of women's educational institutions in Western Siberia are defined;

• The specifics of regional women's education development were highlighted;

• The contribution of women's educational institutions to the training of pedagogical stuff in Western Siberia was justified.

Introduction. In the modern society the question of equality of men and women in professional, public and private life came to the periphery of political struggle. In the 19th century not only politicians, but also scientists seriously discussed the psychological features of men and women, which limited the possibilities of the past in training, professional activity. If in the European countries the political gender equality was discussed, in Russia were not necessary for the women the rights to education and knowledge, equal with the men, to be engaged in certain types of professional activity. Only after Great reform these questions were beyond scientific polemic and began to be solved gradually. At the same time, researchers of the women's issue in Russia (for example, S.S. Shashkov) specified, that the woman in the 18th century was not deprived of the civil rights. S.S. Shashkov gave many examples, when Russian nobles managed estates, learned men's classes [1, P.170-175]. Despite the seeming naturalness of a teacher's profession for the women, the right for work in the state educational institutions for the woman tried to obtain long enough. Only in the reign of Catherine II the women "were granted to new profession of the teacher in women's educational institutions, governess and domestic teacher" [1, P. 174]. But the way to state schools was closed for them.

State women's educational institutions began to be actively established in Western Siberia after the issuance of the "Regulation on Women's Schools of the Department of the Ministry of Public Education" on 10 May, 1860. But also the necessary start-up capital was donated by the merchants' brothers Popov, later the parish schools in Tomsk and Omsk were established, and in 1863 women's schools of the highest grade were opened on their basis. Analysis of archival materials showed, that total 6 women's schools were active in the region after the release of the "Regulations on Women's Schools..." in 1860 (see table 1) [2].

Table 1 – Number of pupils in women's schools in Western Siberia

No.	Women's schools	Number of pupils
1	Tyumen	65
2	Yalutorovsk	82
3	Kurgan	48
4	Ishim	33
5	Tarskaya	20
6	Omsk	The preparatory class is open

The study of the content of the "Regulations on Women's Primary Schools shows the compulsory subjects: the Law of God, Russian, concepts of measurements, geography, history, initial bases of natural history and physics, pure writing, manual and optional: French, German, drawing, music, singing. In 1868-69 with the permission of the Governor-General of Western Siberia introduced: physiology, hygiene, pedagogy and cosmography [3].

Materials and Methods. Qualified teachers were needed to implement the extensive content of education. According to the analysis of archival materials, the main difficulty in women's educational institutions of the region was the lack of teachers with special education. Therefore, they had to take not only co-workers from other educational institutions, but even far from pedagogical activity, the archive gives data that "in view of the absence of teachers, allowed" to teach the history of regional cooking Kuzmin. Physics will be taught by a sub-lieutenant..." [4].

The development of the network of women's education institutions was influenced not only by public and private persons, but also by the representatives of the imperial surname, namely the Office of Empress Maria. The research materials show, that in 1854 the Tobol Mariinsky Women's School was opened, which consisted of two branches: the first - for the girls of lower classes, with the number of pupils 120 people, the second - for daughters of noble rank with 50 pupils. Both branches were divided into higher and lower classes, with 3 years of study in each. The age of pupils - from 10 to 16 years. In the higher department, according to the "Charter of Women's Educational Institutions of Empress Maria" of August 20, 1856 were fixed the following: the Law of God, Russian language, history and geography of the Russian Federation, general history, arithmetic, pure writing, handwriting and household, French and German language, pedagogy, chemistry, dancing, gymnastics [5]. The course of the Mariinsky Schools was equal to the women's grammar schools, but the material means to obtain the status of grammar schools.

The name of the gymnasium was officially assigned to secondary educational institutions after the release of the "Regulations on Women's Grammar Schools and Pro-Schools" in 1870. Grammar schools and pro-schools were proclaimed baseless educational institutions. The course of study in grammar schools was equated to the course of men's educational institutions (7 years). We conducted the comparative analysis of the curricula of women's and men's grammar schools, which showed that the curriculum of women's grammar schools reduced the number of hours for the natural and mathematic disciplines. The first women's grammar schools in the region were opened on the basis of women's schools in Tomsk and Omsk in 1863.

The work of N. Yurtsovsky provides the statistical data on the number of women's grammar schools in the region [6]. Table 2 shows the main characteristics of the region's women's grammar schools (opening time, enrolment). As it is clear from table 2, there are three periods, which can be distinguished in the formation of women's grammar schools: in the first period (1860-1900) in the region there were three grammar schools. They were opened in the largest cities of the region, in 1870. Eleven other grammar schools were opened in the following period (1900-1910). In the third period (1910-1915), another 6 women's grammar schools were established. The analysis of statistical materials and their systematization, comparison with the historical and political context suggest the dynamics of the establishment of women's educational institutions, depended on many factors: the position of the State, which reflected the educational policy, the initiatives of local authorities and society, the development of the need for women's education in society.

Table 2 – Women's grammar schools of Western Siberia

No.	Gymnasium	Year of establishment	Number of pupils
1	The first Omsk	1863	828
2	Tomsk Mariinsky	1863	933
3	Barnaul	1900	480
4	The second Tomsk	1902	337
5	Semipalatinsk	1902	568
6	Kurgan	1903	479
7	Tyumen	1904	684
8	Petropavlovsk	1904	522
9	Biysk	1905	331
10	The third Tomsk	1907	271
11	New Nikolaev	1907	360
12	Barnaul named after Budkevich	1907	376
13	The third Omsk	1907	342
14	The second Omsk	1908	472
15	Mariinsky	1910	293
16	Kainsk	1910	222
17	Ishim	1911	262
18	Ust-Kamenogorsk	1914	121
19	The fourth Tomsk	1915	348
20	Pavlodar	1915	193

According to the analysis of the number of students in the gymnasium, the demand for women's education in the cities of the region can be judged. The data of N. Jurtsovsky refer to 1917, so the large number of pupils in grammar schools can be explained by their authority to the citizens. But in most cases, the creation of women's grammar schools in the region has the same pattern. The initiators of the opening of grammar schools were individuals; they applied to the educational administration for the opening of grammar schools on their basis.

Results. The study of the funds of the Tomsky State Archive, the materials about the private gymnasium of O.J. Khvorinova, allows to determine the main steps and typical actions of the society and power of the women's gymnasium in Western Siberia. O.J. Khvorinova has received Certificate from the Directorate of the West Siberian School District, dated October13, 1907, which allowed "to maintain in Omsk a private women's educational institution of the first grade on the basis of the legitimizations and orders in force on this subject" [7]. A prerequisite for discovery was an invitation to teach the Law of God a special spiritual person. In order to disseminate the information about the private gymnasium, announcement was printed, that the gymnasium will be opened as the part of the first and second grade, and two preparatory departments (junior and senior). Private grammar schools, being in competition with active governmental educational institutions, had to offer their potential consumers something interesting. In the gymnasium of Khvorinova, beyond the program of government, grammar schools included: study of French and German languages from the preparatory class, study of Latin language from the fourth class, gymnastics, manual work, drawing, cake and handmade. Admission to the gymnasium was carried out on the basis of an examination. The fee was set 120 rubles per year in the cooking class and 150 rubles in the rest. Despite the fact, that in the government gymnasium fees could be lower, there were a lot of people, wishing to study in the gymnasium. This can also be explained by more loyal attitude in the gymnasium towards the foreigners, for example in the gymnasium of Khvorinova from 62 pupils 11 pupils were the representatives of non-Orthodox denominations 20% [8].

After a year of work of the gymnasium O.J. Khvorinov wrote to the trustee, that she would like to establish women's state gymnasium in Omsk. The chief pointed out in the letter, that the budget of the gymnasium, which consisted of fees for teaching, was insufficient. In the first year, the gymnasium had only 80 pupils. Olga Yakovlevna stated that in a few years, when the gymnasium will work with a full set of classes, the financial condition will become better. The letter to the Trustee was requested a subsidy of 3,000 rubles per year.

In addition to grammar schools in the county cities of Western Siberia, 12 pro-schools were created with a term of study of 4 years. A gymnasium was discovered in the 70-80 of the 19th century in all county cities of the region: Semipalatinsk, Tyumen, Ishim, Petropavlovsk, Tara, Jarutorovsk, Kurgan, Kainsk, Barnaul, Omsk, Biisk. Most of the pupils paid tuition fees in pro-schools from 5 to 25 rubles, in the gymnasium from 60-100 rubles per year. Comparative analysis of the social composition of grammar schools and pro-schools of the region showed that in grammar schools there were 59% of nobles, in pro-schools the non-privileged urban population was 80%. Nobles entered the gymnasium from the first grade, and other non-privileged segments of the population were most often limited to study in the lower grades of the gymnasium.

The study of published and archival materials, the comparison of the history of the development of general education men's and pedagogical educational institutions shows, that women's grammar schools, pro-schools had their own features, which gave them some advantages, but also created additional risks.

Analysis of archival materials showed that in the gymnasium of O.J. Khvorinova there were mentors from men's secondary educational institutions: teacher of Russian language V.I. Istomin, mathematics S.I. Umansky, geography P.N. Scalon and drawing P.I. Sokolov from the Cadet Corps [9]. A prerequisite for the state support and activity of the women's gymnasium was the establishment of the board of trustees, the selection of boss by the members of the board, with the appointment of the salary.

Discussion. According to the researchers, the serious social and economic problem of higher-level women's educational institutions was the large dropout rate - every year it was 10-15%. According to F.F. Shamakhov, the full course ended only 5.8% [10, P.57]. Most of them left the educational institution "after the request of parents", the main reasons in the statements were: lack of funds, illness, etc.

Many women's educational institutions have acted as pioneers in the spread of pedagogical methods. As the archival materials demonstrated, the women's gymnasium of Khvorinova already introduced the pedagogical innovations: abandoned the ballroom system of assessments and switched the certification, reported to the parents at the end of each third of the school year. That means "awaken the students' independence and well educate them for the teaching" [11].

Thus, in the early 20th century, the development of women's education was very active, ahead of men's. In 1894 there were 163 women's grammar schools in Russia, with the number of pupils' population of 45,544. By 1917, there were 20 women's grammar schools in Western Siberia. The rapid

growth of women's education was linked to the integration of efforts, to develop it between the state and society. The state in the early 20th century supports the establishment of women's grammar schools in the region, but its share in the budget did not exceed 1/10 part. For example, the annual budget of the Tyumen Gymnasium in 1907 consisted of 600 rubles of state treasury funds, 11972 rubles of tuition fees, 128 rubles of 87 coins of donated capital, 1,137 rubles of 50 coins, 235 rubles of miscellaneous funds, and 14,550 rubles of private donations. In total, the annual budget amounted to about 20 thousand rubles [5, P. 43].

The study of regulations, curricula, regulations and other materials governing the organization of women's educational institutions shows, that woman's educational institutions were primarily regarded as educational institutions. In women's boarding houses, the administration exercised strict control over then pupils; girls were indistinguishable under the supervision of the supervisors. The supervisors in a special journal recorded the schedule of the day, characteristics of the pupils. The educational nature of women's educational institutions was related not only to the preparation of female students for the role of mothers and wives, but also to their focus on the preparation for pedagogical activity. This tradition was laid down in the first state educational institution of Russia - the Educational Society of Noble Girls, opened in 1763.

K.V. Elnicki noted: "Women are most characteristic of the activities of teachers in the family and in the public educational institutions. But without knowledge of the science of education and instruction, its educational activities would be deprived of reason and full of harmful contradictions" [12, P. 3-15]. In a program article in the journal of the Ministry of Public Education in 1870, it was noted that "in this regard (the opening of women's grammar schools), the preparation of women for the specialty most characteristic of them, as educators and mentors at the first school age of their children. And the Regulation requires women's grammar schools to establish, where possible, additional pedagogical classes with a one-year or two-year course" [13, P.25].

The study of the history of women's grammar schools in the region showed that almost all of them had pedagogical classes. In the first Omsk gymnasium, a teaching class was opened in 1871. After graduating from grade 7 the girls received the title of teacher of primary city or rural school, and after grade 8 - home teacher, mentor or teacher in lower classes of women's gymnasium. Pedagogy taught in grade 7 and 8 by 2 lessons per week. The study of the "Regulations on Women's Grammar Schools..." shows that it defines: "the special course explains the main provisions on education, as well as the techniques and methods of teaching the course of women's grammar schools". Therefore, before the release of model programs in grammar schools, the teachers by themselves developed the content of psycho-pedagogical disciplines.

For many grammar schools of the region the system of K.V. Elnitskii became exemplary, which in Omsk women's gymnasium since 1872 led subjects of psycho-pedagogical cycle. He developed the programs and normative documents of the Omsk Gymnasium, which were taught for 10 years. Continuing the line of K.D. Ushinsky, Elnicki offered to study the general pedagogy in the 7 grade, and in the 8th- the pedagogical didactics and teaching methodology. Later, a history of pedagogy was added. But due to the fact, that some gymnasium students left the gymnasium after the 7 grade, getting the right to teach in primary schools, K.V. Elnicki began to introduce the students of the 7 grade and the methodology of literacy and arithmetic education [14].

Researchers noted the progressive learning methods used by Elnicki, such as the heuristic ones. In each topic of the course he began with raising problematic questions, encouraging the reasons and joint discussions of the problems. At the end of each topic the conclusion was drawn, connecting the theory to the practice. As Elnicki wrote: "the task of the 8 class to enrich the students with pedagogical knowledge and ideas. The methods of science and practice, pedagogical issues, their development cause the education and upbringing of children" [15, P.162].

K.V. Elnicki prepared the textbooks named "General pedagogy" and "Basics of primary school education". These textbooks were reprinted several times, but in the late 19th century textbooks began to be criticized, for example, one critic wrote, "... The textbook of Elnitskii has many words..." [16, P. 256-270]. The study of the periodic showed that the teaching classes of women's grammar schools were criticized by contemporaries. Despite the abundance of pedagogical classes in the 8 class of the gymnasium, they prepared for work in the folk school. Since most of women have graduated the primary folk school, the course should consist of:

1. Knowledge of the initial teaching methodology (reading, writing, arithmetic);
2. Practical skills in primary school;
3. Introduction to the primary school structure (teaching aids, duties, library) [17, P.106-116].

In order to prepare the teachers in 1876 at Tobol Mariinsky Women's Special School offered to organize the additional pedagogical courses. Approximately 2000-3000 rubles were requested for the maintenance of the courses. Main department of Western Siberia answered, that graduates of this school are already entitled to the home or rural teachers [18]. Thus, Miriin School continued to train teachers for lower primary schools. In 1913 the school was transformed into 7 gymnasium with the 8th additional class, until 1919.

Despite criticism of the pedagogical classes of women's grammar schools, pedagogical courses, Mariinsky schools during the short period of their activity, the situation with the teaching contingents in the region has changed significantly. According to the data of 1877 "in the primary people's schools of Tobol province there were low teachers- 158, teachers - 84 [19].

In addition to women's educational institutions, providing general education, teacher training courses at women's schools have been established to quickly preparation teachers in primary schools. In 1900, one-year pedagogical courses were established: "Pedagogical courses have aimed delivering of pedagogical education for the pupils, who have successfully graduated from the 2nd grade women's school in 1872 for the 5 class of the women's gymnasium" [20].

After the publication of number of state documents on the development of higher women's education in 1916-1917, the importance of pedagogical classes decreased. The majority of primary school teachers were educated in teacher's seminaries. In 1907 the trustee of the G.J. Malarevsky School District applied for the opening of a women's teacher seminary. The most convenient place of its opening Malarevsky called the city of Yalutorovsk, which was in 80 yards of the dirt path from Tyumen, where was a railway and a river path; life in it was cheap.

The Trustee of the West Siberian School District, by his Decree No. 4116 of May 31, 1910, instructed G. Malarevsky to do everything necessary for the opening of the seminary in the coming academic year. As in all Siberian cities, the public was willing to respond to call the Directorate of People's Schools for help. The long correspondence with the Trustee and the Ministry ended in 1912, when Yalutorovsky Seminary was opened. Girls, at least 12 years of age, mainly daughters of peasants, herders and other urban classes, were admitted to the teacher's seminary. The term of study was 4 years. Compared to men's seminaries, the curriculum was supplemented by home economics and handmade. The number of pupils in 1913 was 105. The wide popularity of the seminary was due to the free training.

On the eve of the revolutions of 1917, the social situation of women has changed. Large part of women's society has a need for a specialty. In 1914, there were 57 special educational institutions in Russia, with 6 000 students; 2 000 of them were women. In Western Siberia women received vocational training not only in pedagogics, but also in medical educational institutions.

In 1878, the Tobol Post School was opened, which trained nurses for the hospitals. At the same time, the school for the training of rural salaried women was opened in Omsk. Pupils of the school were the representatives of the peasant population, and the school was held at the expense of urban funds. All medical educational institutions began active medical and preventive activities among the population; in 1883 a free office was opened at the school. The teachers were the best doctors in the city. In 1895 the school was converted into a subordinate-paramedic, and in 1906 into a paramedic-obstetric. Young people were admitted to the school with the education not lower than 4 grades of gymnasium, age from 16 to 28 years. They studied both general education and special subjects: pathology, therapy, newborn care, childhood diseases, surgery, eye diseases, nursing, gynecology [5, P.58].

In January 1, 1911 685 elementary schools were created in Tobol Province with the number of 880 students. "Every year 2/13 personnel were updated, and 118 vacancies were created in existing schools every year. In average 49 schools were opened during the last five years" [21, P.153].

In addition to lower and secondary women's educational institutions, higher women's educational institutions began to be established in the region in the early 20th century [22, P.104]. After the first Russian Revolution, the university cities of Siberia became to involve into the struggle in order to help women to get higher education. In 1901, the women's circle sent a petition to the rector of the University of Tomsk, asking him to attend the lectures, but this request was unanswered. In 1908 Siberian Higher Women's Courses were founded with the Faculty of History and Philosophy [23, P.107]. The difficult material situation led to the organization of the Society for Fundraising Siberian Higher Courses. According to the analysis of sociological data, in 1917 the number of female and male students in Western Siberia began to train women, especially in secondary and special education.

Conclusion. Thus, the analysis of the history of women's education in Western Siberia shows that it significantly influenced by the joint activities of the state and society. The specifics of the development of women's educational institutions in the region were related both to the regional characteristics and to the direction of state educational policy. In terms of the content of education, these educational institutions had specific features at the first stages of development: they limited courses of natural science orientation, increased attention was paid to creativity (music, painting, dancing, and handicrafts) and model kitchens and laundry rooms were created at women's grammar schools. Women were trained mostly for housekeeping. But the professional orientation of women's education, namely pedagogical training, was developed. Rapid growth of women's schools, grammar schools and pro-schools in the region supposed the trained contingent of the teachers. Graduates of women's educational institutions of Western Siberia have changed the educational and cultural level not only of their contemporaries, but also of the future generations.

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Л. Н. Антилогова[1], Н. С. Макарова[1], Л. Н. Орлова[1], А. А. Петрусевич[1], Н. И. Чуркина[1], Стефан Дырка[2]

[1]Омск мемлекеттік педагогикалық университеті, Ресей,
[2]Вармиа және Мазуру университеті, Польша

БАТЫС СІБІРДЕГІ ӘЙЕЛ БІЛІМІ (XIX – XX ҒҒ. БАСЫ): ҚҰРЫЛУ ПРОБЛЕМАЛАРЫ МЕН ДАМУ ЕРЕКШЕЛІКТЕРІ

Аннотация. Мақала Батыс Сібірдегі әйелдер оқу орындарының құрылуы мен қызметінің тарихын XIX және XX ғасырдың басында қарастырудың өзектілігін негіздейді. Жарияланған және мұрағаттық материалдарды зерделеу негізінде XVIIII ғасырда Ресей империясында әйелдердің әлеуметтік мәртебесін, мәдени және білім беру әлеуетін өзгерту үшін қажетті алғышарттар мен теориялық идеялар мен тәжірибелер бар деген тұжырым жасалды. Әйелдердің оқу орындарының дамуына мемлекет пен қоғамның бірлескен қызметі айтарлықтай әсер етті. Әйелдер мектептері бастапқыда ерлерден ерекшеленді, Ресейдегі әйелдер бірінші кезекте үй шаруашылығымен айналысуға дайындалды, бірақ кәсіптік білім біртіндеп қалыптасып, педагогикалық қызметке дайындалып жатты, бұл аймақта әйелдер мектептерінің, гимназиялар мен гимназиялардың қарқынды өсуінің арқасында бастауыш мектептерді оқытушылардың контингентімен толтыру мүмкін болды.

Түйін сөздер: әйел білімі, әйел гимназиялары, әйелдер мектебі, Батыс Сібір, мұғалімдер білімі, жеке гимназиялар, білім беруді дамыту, білім беру саясаты, кәсіптік оқыту, педагогикалық қызмет.

Л. Н. Антилогова[1], Н. С. Макарова[1], Л. Н. Орлова[1], А. А. Петрусевич[1], Н. И. Чуркина[1], Стефан Дырка[2]

[1]Омский государственный педагогический университет, Россия,
[2]Университет Вармиа и Мазуру, Польша

ЖЕНСКОЕ ОБРАЗОВАНИЕ В ЗАПАДНОЙ СИБИРИ (XIX – НАЧАЛО XX ВВ.): ПРОБЛЕМЫ СТАНОВЛЕНИЯ И ОСОБЕННОСТИ РАЗВИТИЯ

Аннотация. В статье обосновывается актуальность рассмотрения истории создания и деятельности женских учебных заведений в Западной Сибири на протяжении XIX – начала XX вв. На основе изучения опубликованных и архивных материалов делается вывод о существовании предпосылок и теоретических идеях и практике, которые сложились в Российской империи в XVIII в. по изменению социального статуса, культурного и образовательного потенциала женщин.

Ключевые слова: женское образование, женские гимназии, женские училища, Западная Сибирь, педагогическое образование, частные гимназии, развитие образования, образовательная политика, профессиональная подготовка, педагогическая деятельность.

Information about authors:

Antilogova L. N., doctor of psicological sciences, professor, head of the chair of general and pedagogical psychology, Omsk state pedagogical university, Russia; antilogova@yandex.ru; https://orcid.org/0000-0002-5940-4371

Makarova N. S., Doctor of pedagogical sciences, senior lecturer, chair of pedagogics, Omsk state pedagogical university, Russia; maknat1@yandex.ru; https://orcid.org/0000-0002-4282-5989

Orlova L. N., doctor of pedagogical sciences, senior lecturer, head of the chair of life safety framework and biology learning methodology, Omsk state pedagogical university, Russia; mila.orlova.52@mail.ru; https://orcid.org/0000-0003-1718-6027

Petrusevich A. A., doctor of pedagogical sciences, professor, chair of pedagogics, Omsk state pedagogical university, Russia; petrark47@mail.ru; https://orcid.org/0000-0003-0011-6129

Churkina N. I., Omsk state pedagogical university, Russia; n_churkina@mail.ru; https://orcid.org/0000-0001-7722-2427

Dyrka Stefan, professor of pedagogics, University of Warmia and Mazury, Department of Economy, Warsaw, Poland; stephan.dyrka@mail.ru; https://orcid.org/0000-0002-7174-2576

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