

New Russian Academic Journals and Yearbooks about the History of Pedagogy and Education in Russia (2003-2019)

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Abstract: This article aims to present some new academic journals on the history of pedagogy and education published in Russia today. These journals were mainly founded after 2003, and, since then, have been contributing to a substantial revival in the field of the history of education and pedagogy. This paper is divided into five parts. The introduction presents some major changes that have occurred in the history of education and pedagogy in post-Communist Russia since the end of the 20th century until the first decades of the 21st century. The three following parts, each divided into two sections, are dedicated to one of the most important Yearbooks and to the two main Russian academic journals, in particular to their institutional connections and evolution over the last decades: *The History of Pedagogy Yearbook (IPE)* (1.a); *The History of Education Journal (IPZ)* (2.a); *National and Foreign Pedagogy (OZP)* (3.a). These journals are published, respectively, by the Academy of Public Administration (Moscow) (1.b); the Nizhnii Tagil State Social Pedagogical Institute/the Russian State Vocational Pedagogical University (Ekaterinburg) (2.b); and the Institute for Strategy of Education Development of the Russian Academy of Education (Moscow) (3.b). The conclusion will also provide an overview of other relevant academic journals which have contributed to the history of education by publishing both monographic issues and individual articles. Finally, this

article highlights major scientific achievements in the field, yielding rich, intensive and promising new historiographical discoveries.

Keywords: History of education; history of pedagogy; historiography; Academic journals; Russia; 20th century.

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1. Introduction

In the recent international reviews and studies on Academic journals devoted to the history of education, Russian journals are almost absent (Caroli, Sani, 2013; J.L. Hernández Huerta, A. Cagnolati, A. Diestro Fernández, 2015)¹. The main reason is that the scientific journals were created just over a decade ago and were generally founded after 2008. In fact, they have probably taken their cue from the transformation of the most reputable journal of the Soviet era, *The Soviet Pedagogy (Sovetskaia Pedagogika)*, which was published from 1937 until 1991, and, after a gap, was relaunched again in 2008, under the new title *Pedagogy. Scientific and Theoretical Journal (Pedagogika. Nauchno-Teoreticheskii Zhurnal)*, with A.Y. Daniliuk as Chief Editor (2008-2011)².

The first 10 years of the 21st century saw the academic renewal of the educational sciences, following on from a process, which was started in 1980s. This process concerned both pedagogy and its history, which, in the Soviet Union, constituted a very important part of the national discourse about the individual's role, from political and educational perspectives. The Academic journals considered are now taking great strides and making up for the lost time, through national scientific cooperation and effort. This might be a good basis for further interdisciplinary exchange, promoting future alliances with methodological approaches of the human sciences (Dekker and Simon, 2014).

After the Soviet Union's collapse, the process of gradual transition from the traditional communist approach in science, together with political reforms, enhanced cooperation between Russian and Western scholars, which induced major shifts in the field (E.M. Balashov, 2003; E.A. Ialozina, 2006; Balina, Bezrogov, Maslinskaia, Maslinskii, Tendriakova, Sheridan, 2011). This scientific cooperation prompted Russian scientists to abandon the orthodox Marxist historiography (Medinskii, 1952), and, finally, revealed the social changes and daily life, that had long been concealed by the regime's propaganda. Thus, new frames of reference, scientific frameworks and the history of daily life enabled analyses of the history of the totalitarian forms of violence in society (Caroli, 2014).

«Rewriting» the history of pedagogy and education implies the process of historiographical revision, which might be included in the broader framework of

¹ This paper was presented during the *SWG Mapping the discipline History of Education (1/4)* chaired by Professor Rita Hofstetter and Bernard Schneuwly during the ISCHE 40 (28 August-1 September 2018). The authors have appreciated all the scientific advices of the chairs, panelists and the participants. Dorena Caroli has written the introduction and the conclusion.

² Since 2011, Ruslan Sakhitovich Boziev is the chief editor. See the website with the archive and other information: «<http://pedagogika-rao.ru/>».

the renewal of all historical sciences (McCulloch, 2011). This process, that is still under way, despite lacking consensus in methodological perspectives, might be comparable to the Western revival, concerning the history of education.

Neglected for a long time, these journals could offer a fresh insight into the cultural history of Russia, the transnational circulation processes of educational models, and the cross-cultural exchange of new ideas and knowledge between Russia and Europe, which have turned out to be surprisingly intense (Dmitrieva, Espagne, 1996). Russian studies are not yet fully oriented towards a transnational approach and perspective that could renew the field of the history of the national pedagogy and education as part of a global history and of the international circulation of ideas (Clavin, 2005; Fuchs, 2010, 2012).

In this regard, Iveta Kestere observes the isolation of Soviet historical sciences in the 1960s and 1970s, and remarks that the post-Soviet history of education before 2002, is «not “convertible” unless it is put in the context of the world’s common narratives of cultures or politics» (Kestere, 2014). With particular reference to the post-Soviet Baltic space, she argues that «the most important Soviet change with the longest-lasting consequences was the introduction of a completely new history canon, in which society was viewed through the prism of a continuous antagonism between various forces: the exploited vs. the exploiters, workers vs. bourgeoisie, farmers vs. kulaks, revolution vs. counter-revolution, and socialism vs. capitalism. An important place in the Soviet narrative was given to the fate of the oppressed, including workers, women, and blacks, which was caused by capitalism. This formula described the world in simplistic terms and reduced the history of education to such trivialized description of events, that it was hard to recognize Marxist theory in the work of the average historians» (Ibidem, p. 850).

The evolution of interpretative paradigms can be divided into two major phases. The first phase was marked by a substantial expansion of the themes where the history of school, childhood, textbooks and children’s literature came into focus. This process is still ongoing, and is being increasingly enriched by a vast array of new studies on the history of educational institutions, on the role of the government and on the implementation of educational reforms with their actual impact today. The historical continuity of these investigations between the present and the past, denotes great heuristic potential and the importance not only for the field, but also for a much broader perspective. For instance, they allow us to reconsider the history of Russia, the relations between the center and the periphery, between the state and the society, between the official and the popular culture, and to grasp the Russian context and meaning of literacy processes (Caroli, Eklof, & Saburova, 2018).

While in the first phase (1990-2008), the results of the studies on the history of education were mainly disseminated through conference papers, because of the absence of the specialized journals, since 2008 these journals have, instead, become an important platform for academic discussion and theoretical reconsideration of the history of pedagogy, its modernization and function. Since then, the role of the specialized journals about the history of education has been crucial. They were created within higher educational institutions, where groups of distinguished scholars largely contributed to theoretical knowledge and teaching practice, by analyzing the role of the history of pedagogy in teachers’ education and the continuity between

the Russian educational present and past. Moreover, they drafted new curricula and textbooks for schools and universities, and, thanks to the knowledge exchange between Russian and foreign scholars, we can note a remarkable generational change in the field of history of education and pedagogy today.

For the future, and also for Russia, it could be important to carry out collective research similar to the one initiated by ISCHE in 2014, which is allowing scholars to compare local histories of education and, finally, at the international level, to establish «a collective built database. Via a shared virtual platform, such databases will provide common access to a catalogue of research and institutions, media outlets and studies on the history of education» (Hofstetter, Fontaine, Huitric, & Picard, 2014).

This investigation will present Russian journals, their structure, editorial policy and academic knowledge evolution, which might offer, on the one hand, a sort of «state of the art» on Russian trends, specific features and methodologies for Western scholars, and, on the other hand, a view of the scientific «otherness» to Russian scholars, which could allow a third phase of historiography to be undertaken after 2019.

The present article consists of five parts: introduction, three main parts (each divided into two sections) and a conclusion. The three main parts are dedicated to some Russian disciplinary journals, their institutional anchorage and evolution from 2009 right up to the present day. The conclusion will give an overview of other important Academic journals, contributing to the history of education, and will analyze to what extent these journals present new frontiers of transnational research in the field of the history of education.

2. The History of pedagogy Yearbook (Istoriko-pedagogicheskii ezhegodnik, IPE)

Founded in 2009 by Grigorii Kornetov who is the current Chief Editor (Kornetov, 2015, 2017; Kornetov, Astaf'eva, Salov 2018) and Head of the Department of Pedagogy of SEI HPT Academy of Public Administration, the *History of pedagogy Yearbook (Istoriko-pedagogicheskii ezhegodnik, IPE)* was one of the first periodical collections about the history of pedagogy and education to be published in Russia.

This Yearbook is published within the collections of the Institute of «Historical-Pedagogical Research» with regular issues each year. Between 2009 and 2019, there were 11 issues, the 11th issue was published in February 2019. This journal offers articles, written by Russian scholars, from the Academy and scientists affiliated to other universities of the country. It focuses on the lesser investigated areas of educational theories and practices, from the ancient times right up to the present day, not only in Russian but also in various cultural traditions. Furthermore, it usually contains three sections: a) reports of interviews about the history of education; b) scientific journals and c) publications containing different documents, resources and contributions to the current issues of the history of education.

In order to relaunch the history of pedagogy on a new theoretical basis, in the first issue of this Yearbook (2009), Grigorii Kornetov presented the «History of pedagogy manifesto» with the title *The rising of the history of education*, with the aim

of outlining the key problems of this Yearbook research. Kornetov began with the following questions that constantly marked his investigations:

Does the history of pedagogy need to be justified? Someone will find this question rhetorical: how can pedagogy, pedagogical consciousness and pedagogical culture exist without history? However, in our practical age, with the background of a growing desire to obtain instant «here and now» results, there is often a lack of demand for historical and pedagogical investigations. They are commonly perceived as being incapable of bringing immediate benefits, but rather distracting students from the contemporary problems of the theory and practices of education, and, thus, not yielding tangible financial resources. Indeed, the opinion that the history of pedagogy is in a deep crisis is expressed by the majority of historians of education. Usually, this viewpoint is supported by the claims that the research problems in the history of pedagogy have largely been exhausted, and that the studies devoted to regional and local problems of the history of pedagogy are extremely primitive, descriptive and do not represent any significant interest for science.

How can we explain this common attitude?

Since the 1980s, the field of study has been enlarged in Russia. Theoretical research has become possible because we were able to move away from the framework of the exclusively dominant Marxist methodology, in its relatively modified form [...]. Banned topics have been reviewed, common values have been taken into consideration. Since then, we have undergone a profound shift towards a positive perspective on foreign literature, which became subject to conscious scrutiny. It became possible to express an individual point of view, without fear of prosecution or stigmatization from the regime. The results of the Soviet school and pedagogy were reviewed, the previously unknown Russian emigration and orthodox pedagogy moved to the foreground and aroused a lot of interest. Eventually, the history of foreign theories and the «bourgeois» education practice were analyzed in a constructive way... Briefly, in two decades, the Russian history of education has changed its methodological approach, has built a new conceptual basis, has elaborated a system of evaluation and interpretation and has broadened the field of analysis as well as the scope and the topics of research [...].

Furthermore, in recent years, there has been a marked increase in dissertation requirements [...]. One can observe a tendency to reduce historical-pedagogical course hours in pedagogical higher education curricula [...] However, historical-pedagogical knowledge is significant in itself, and, thus, should be equally valued for the development of pedagogy, solving modern problems of educational theory and practice, and for the professional training of teachers [...] (Kornetov, 2009, pp. 9-10).

The main idea of the history of pedagogy is also conceived in the function of the present educational models and reforms. According to Grigorii Kornetov, «the history of pedagogy is a way of looking at the present through the eyes of the past» (Ibidem). Accordingly, the history of pedagogy should investigate:

the ways different approaches to education appear, develop and transform, the underlying reasons for educational success and failures, the values and aims determining education genesis and transformation, which educational tools and methods proved to be successful and which were ineffective, useless or even detrimental, the ways and reasons why modern approaches to education were introduced, which historical-educational traditions modern approaches rely on, which further modifications and developments they involve and, finally, the interconnections between the educational theory, practice and governmental policy in modern education (Ibidem, p. 14).

In the different issues of the Yearbook, Grigorii Kornetov provides a theoretical reconceptualization of the history of pedagogy, emphasizing the theoretical and practical value of pedagogical thought (Kornetov, 2012). Since the first issue, the focus of the yearbook has been on both national and international pedagogical concepts. In the issue of 2011, for example, the articles by I.A. Kolesnikova and V.K. Pichugina were devoted to the history of the pedagogical culture and to the anthropological aspects of the modern historical and pedagogical knowledge (Kolesnikova, 2011; Pichugina, 2011), and the articles by V.G. Bezrogov and A.I. Salov investigated the evolution in the pupil's and the teacher's concepts in the history of pedagogy (Bezrogov, 2011; Salov, 2011).

Foreign pedagogical thought is being investigated within the frameworks of Russian pedagogic tradition and reality; however these ideas are not directly carried over from other cultural contexts to Russia in a purely mechanical way but are thoroughly analyzed and tailored to the country's institutional features. Moreover, the yearbook also publishes articles concerning the history of national educational traditions such as, the pedagogical ideal of the Ancient Rus and the «paradigms» in the study of the educational process at the time of the Tsar, Peter the Great (1672-1725), which try to elaborate new approaches and perspectives (Utkin, 2012; Kosheleva, 2012).

One of the most important aspects investigated in this scientific yearbook, is the role of the history of pedagogy in teachers' pedagogical education, as argued by G.B. Kornetov in the article published in 2012. He wrote about interviewing 19 of the most distinguished Russian scholars in a survey organized by the Academy of Social Management in period between December 2010 and January 2011. This investigation was initiated at the «VI National Theoretical Conference on the Role of the History of Education in the Curricula». In his preview to the article, Grigorii Kornetov expressed his critical attitude towards the reduction of hours of the history of pedagogy in teachers' education and towards the actual level of teachers' education and textbooks (Kornetov, 2012).

Another article published by Kornetov in 2014 underlines that approaching *Pedagogy through the prism of the history of pedagogy* is a way of mapping the discipline and thus saving it, as it is being absorbed by other disciplines; «relying on the ideas of K. Schmidt and O. Wilman, E. Durkheim and M.M. Rubinstein, B.M. Bim-Bad and other authors, [the author] highlights the role and the place of historical and pedagogical knowledge in the development of the theory and practice of education in solving the problems of modern pedagogy, in the preparation of future teachers

and educators» (Kornetov, 2014). According to Kornetov, «The life of the pedagogy is reflected in the history of pedagogy. The history of pedagogy is a way of the pedagogy “being”. Pedagogy in the course of its own history clarifies its nature. The history of pedagogy reveals the most important thing that pedagogy provides to humans. These are its main meanings, its most important cognitive functions. The history of pedagogy determines the meaning of pedagogical problems and suggests various ways to solve them» (Ibidem, pp. 13-14).

These issues were elaborated in detail in the volume, written by G.B. Kornetov and M.A. Lukatskii, which is currently recommended by the Scientific and Methodological Council of the Ministry of Education and Science of the Russian Federation as a textbook for students, undergraduates, graduate students, school teachers and university teachers in psychological and pedagogical education. It presents a synthesis of the history of pedagogy from the leading Russian in-field specialists' perspective. For instance, M.A. Lukatskii perceives the history of pedagogy as a historical science, discussing the concepts of culture, historical source and evidence, historical fact and historical description and explication, concluding that the historical approach should combine both the history of education and the history of pedagogy (Lukatskii, 2015).

His new approach was in compliance with a new trend of the increasing number of articles about the history of education, not the history of pedagogy, as a part of a shift towards the European perspective. In the following issues (2016-2019), there was an upward trend in the number of the articles devoted to the European history of pedagogy and education. For example, two articles: *Mass Literacy in Germany during Martin Luther's Reforms* by M.A. Poliakova and *The History of Pedagogy from John Locke until Johann Pestalozzi* by G.B. Kornetov, were both published in 2016 (Poliakova, Kornetov, 2016).

In his recently published monograph, Kornetov compares educational traditions and trends of the West and Russia in the late 19th – early 21st century, identifying their interconnections and influences. In his preview, he states that the history of education analyses the pedagogical past in order to understand and to solve theoretical and practical problems of the present, boosting contemporary pedagogical thought development. Also, the history of pedagogy broadens the scope of the pedagogical thought because it is the source for pedagogical knowledge (Kornetov, 2018).

This volume includes the latest contributions of the Russian educational sciences, psychological sciences, schooling systems, and precisely describes the four main world educators of the 20th century and their approaches to education, who are, according to the decision of the UNESCO of 1988, J. Dewey, G. Kerschensteiner, M. Montessori and A.S. Makarenko. Interestingly, he writes about the cultural exchange of pedagogic ideas between J. Dewey and S.T. Shchatskii through direct contacts and the translations of their works, which demonstrates an intensive interconnection between the active American and Soviet schools (Kornetov, 2018; Astaf'eva, 2018). In this way, the author demonstrates a renewed interest in both foreign and local pedagogical traditions, with an attempt to elaborate a specifically Russian education. A similar interest, concerning the history of pedagogical ideas, is typical of other Academic journals, which seek to investigate national pedagogical thought and to «defend» its national values as part of the cultural history of the Russian national

identity. For example, the article by E.N. Astaf'eva, *The contemporary historical and pedagogical problems by Russian scholars*, offers a new combined perspective of the history of education and of the history of pedagogy, which marks a remarkably broadened perspective of the Russian historical and educational disciplines (Astaf'eva, 2018).

This yearbook issue, published in February 2018, also presents a vast array of new articles on various educational cultures and traditions, such as Confucian pedagogical thought and schools by A.A. Germanovich, American pedagogical thought by E.A. Krikunova and G.B. Kornetov, and Carleton Washburne's educational conception by N.R. Iakovleva. Such a renewed interest marks the intention to boost cultural dialogue in the sphere of education and to reinforce national schooling as well, by paving its own way using foreign experience.

Finally, this specialized Yearbook is focused on the history of pedagogy in Russian and other pedagogical traditions, with a specific aim of reconstructing the pedagogical heritage of humanity and of analyzing its function of resolving the current educational issues. This way, the history of pedagogy not only theoretically conceptualizes pedagogy and education, but also provides effective tools for educational practice in teachers' training as well. Analyzing the Russian case, we revealed very intensive activity in the field of the history of education and pedagogy, which is an attempt to «preserve» the history of the pedagogy as an individual discipline sitting somewhere between the humanities and the social sciences.

3. The Academy of Public Administration

The Academy of Public Administration (*Akademiia social'nogo upravleniia*) was founded in spring 2004 under the resolution of the Moscow Region governor (<http://new.asou-mo.ru>). From the very beginning of the Academy's activity, the Department of Pedagogy has been dealing with scientific research in the field of the history of education, not only developing an important academic policy for the history of pedagogy, but also largely contributing to Russian publications in the field, by institutionally providing the publication possibilities through specialized journals. This way, the Academy, from the practical perspective, educates and trains teachers and psychologists, from the theoretical perspective, creates a solid platform for research and publication spheres, thus, can be considered as one of the leading Russian higher educational institutions, elaborating «the history of pedagogy» discipline (Astaf'eva, 2017).

In 2004, the Chair of Pedagogy of the Academy organized the First National Scientific Conference «The Historical and Pedagogical Knowledge», with participants from all over Russia. Since 2005, the Academy has been organizing the annual International Academic Conference «Historical-Pedagogical Research at the Beginning of the III Millennium». The Conference yearly hosts more than 300 remote and in-person participants from Belorussia, Russia, Germany, Italy, Kazakhstan, Poland, Ukraine and Estonia (Astaf'eva, 2018). Moreover, since 2013, the Academy has organized annual National Forums of Russian Scholars of the Education History, hosting hundreds of participants from various Russian regions. It is important to mention that the journal the *History of pedagogy Yearbook* is institutionally linked

with the above mentioned academic conferences, and, thus, reflects their main scientific results in the aftermath issues. They are closely intertwined, as, on the one hand, the journal somehow sets the agenda for the upcoming events by prioritizing some areas of research, on the other hand, there are certain issues of the journal 100% dedicated to the conference theme.

The main purpose of these different scientific events (conferences, forums and «Historical-pedagogical research» series) is: 1) to boost interconnections and cooperation between the historians of education, 2) to present and discuss the scientific results and achievements of the latest research in the history of education, and to seek ways of enhancing their quality and relevance; 3) to prompt further discussion on the current issues of the history of education; 4) to generate new approaches to the integration of the historical-pedagogical research into the practice of current education; 5) to increase the credibility of the history of education among theorists and those involved in the practice of education (Salov, 2014).

4. The History of education Journal (Istoriko-pedagogicheskii Zhurnal, IPZ)

The *History of education Journal* was created in 2011, by the decision of a group of leading Russian historians of pedagogy. Anatoly Utkin (Nizhny Tagil State Social Pedagogical Institute/ Russian State Vocational Pedagogical University, Ekaterinburg) and Grigory Kornetov (the Academy of Public Administration, Moscow) are actually the Chief Editors (<https://ntspi.ru/ipj/>)³. Larisa Smirnova is the Chief Editor (Smirnova, 2008; Smirnov, Smirnova, 2012). The *IPZ* is regularly published by the Nizhny Tagil State Social Pedagogical Institute/ Russian State Vocational Pedagogical University, with 4 issues a year (Utkin, 2010; Salov, Utkin, 2012).

Moreover, the journal *IPZ* develops scientific cooperation with the *IPE* and with scholars of the Russian Academy of Education, the Academy of Public Administration (Moscow), and with distinguished historians of education from the largest Russian universities and institutes devoted to teachers' education and training.

From the first issue, the *IPZ* provides information about various events organized by the Russian historical and pedagogical community. This journal also publishes annual reports on the work of the International Scientific and Practical Conference «Historical and Pedagogical Knowledge at the Beginning of the Third Millennium» organized by Grigory Kornetov. This journal is targeted at a wide range of readers, not only sophisticated scholars, but also teachers of pedagogy, undergraduate, postgraduate students and post-doctoral researchers and, in general, all those who are interested in the history of education and pedagogical thought.

A large range of topics are represented in the *IPZ*: from the pedagogy of the ancient world to the most diverse aspects of the history of the XXth century, from the documents of Ancient Russia to the historical studies of the pedagogical problems

³ Email address: hp-journal@mail.ru. The Journal is included in the system of the Russian citation index. The full-text electronic version of the journal is available on the website of the Scientific Electronic Library - eLIBRARY.ru. In the following quotations *History of education journal* will be indicated as *IPZ*.

of modern Russia. This journal has a strong focus on foreign countries' pedagogical thought, the in-depth analysis of international pedagogical and educational experience, the heritage of the Ancient and Russian pedagogical cultures, the history of everyday teaching and the history of the development of pedagogical and educational institutions. All these investigations contribute to piecing together the vast and rich «mosaic» of the history of education in Russia.

Since 2012, the journal has offered a separate section devoted to the proceedings of the largest international scientific and practical conference – the Scientific Council on the History of Education and the Pedagogical Science of the Russian Academy of Education. Since 2013, the journal has had a website illuminating the works of the National Forums of Russian Scholars of the Education History, which has been another important and constant element of the development of the professional community.

The structure and the content of *IPZ* reflect different scientific aims of this journal, aiming at building both national and international networks, and include the following areas: cooperation in scientific knowledge development and the elaboration of general trends in historical and pedagogical studies; publication of theoretical and empirical research results in the field of the history of education and the pedagogical thought of different societies; the scope of historical and pedagogical research relevance to the latest scientific trends and discoveries; the development of contacts between scholars working in the field; presentation of various scientific schools and directions; databases of studies of the history of education creation; information support of scientific and practical conferences and seminars on the history of education; organization of effective cooperation between historians, philosophers, psychologists' conditions, establishing contacts with foreign colleagues and research centers, encouraging the exchange of scientific literature with foreign partners; organization of scientific and educational activities, presentation of new books; reviewing scientific publications, compiling reviews of foreign scientific literature, annotated bibliographies; presentation of the experiences of teaching of the academic discipline «History of Education and Teaching Thought» in the Russian educational institutions; publication of archive sources, documents, materials of high cultural and historical significance.

The different articles and contribution of the journal *IPZ* are organized around different sections: Anniversaries of history of education and pedagogy, Methodology and methods of historical and pedagogical research, The history of national education and pedagogy, The history of foreign education and pedagogy, The experience of the regional historical and pedagogical research, Education of the Russian diaspora, Scientific discussions, Methods of teaching, Common problems of historical and pedagogical research, Studies of Young Scientists, Review of archive materials, Surveys and reviews, Chronicles of historical and pedagogical research.

The editorial style of the *IPZ* is witness to a process of intensive scientific exchange between scholars specialized in the history of education, trying to build a real space for theoretical, epistemological and empirical debate. Since the first issues, the journal has been focused on the history of teachers training, on the Russian and foreign pedagogical thought and on the history of school and other educational institutions in Russia.

In the 2011-2012 issues, there were only a few articles on foreign pedagogy and history of pedagogy, while in the latest issues one can observe a growing attention paid to the international perspective. Among the articles on national pedagogy and institutions there are those of a great importance to the field, demonstrating its renewal and the link between the present and the past. The first article by V.I. Smirnov, *In order to become effective, the new should historically rise from the old*, shows the way historical continuity of knowledge is key to the present educational practice (Smirnov, 2011). Other articles revise pedagogical textbooks and different major Russian pedagogues' concepts, such as: M.V. Lomonosov, K.V. Elnitskii, S.T. Shatskii, A.S. Makarenko, N.F. Bunakov, I.A. Sikorskii, V.N. Soroka-Rosinskii etc. It also covers celebration dates of renowned pedagogues and the most prominent contributions of the Russian pedagogical tradition, which is considered, until today, an integral part of teachers' training. These Russian pedagogues and intellectuals are now studied within the framework of new methodologies, instead of the previously dominating Marxist epistemology, and they might offer new cues for educational theorization.

The article by S.V. Kulikova, *About the reciprocal relations of the national and Western traditions in Russian education*, anticipates a new methodology of research. The methodological approach is focused more on a comparative approach than on a transnational one, aiming at investigating the circulation of pedagogical models of ideas (Kulikova, 2011). A new attention is paid to the history of religious educational institution, such as *The history of the Russian education in the context of the heathen and orthodox traditions* by V.V. Kolpachev and *The orthodox-axiological conception of the parent education inside the family in the national pedagogical heritage of the XII-XVIII centuries*, by L.A. Gricai. Both articles (there are others as well) present the investigations concerning the religious aspects of education from a diachronic pedagogical perspective whilst other innovative articles concern the welfare aspects of educational institutions (Kolpachev, 2011; Gricai, 2011).

The editorial choices of the years 2013-2015 show the new trends of interests, also publishing foreign authors' investigations (Steven Grant, No. 1, 2014), but, in general, the structure of the journal is the same. Among the articles of the 2013 and 2014 issues, there are some devoted to V.I. Smirnov, a distinguished historian of pedagogy, who has played a very innovative role in this field since the 1990s, and has been engaged in the editing process of the history of education textbooks (Smirnov, 2014). Among them, V.I. Smirnov analyzed and edited *The birth and development of the system of pedagogical education in Russia (end of 18th – beginning of 20th centuries)* (Smirnov, 2013).

In the 2014-2015 issues, there are several celebratory articles devoted to K.D. Ushchinskii, the founder of Russian pedagogy of the 19th century, P.F. Kapterev's theories about the pre-school education, and E.D. Dneprov, former member of the Russian Academy of Education and one of the major specialists in contemporary school reforms. Moreover, these issues include essays on the regional experience of educational institutions.

An important article by Anatolii V. Utkin, *Shorthand record of the 11th National scientific conference Historical and pedagogical knowledge at the beginning of the 3rd Millennium: Pedagogical directions in the Theory and practice of education*,

describes the results of the XI International Scientific Conference (Moscow, Academy of Public Administration, 19 November 2015), about the current positions of the history of pedagogy in Russia, characterized by a certain renewal of this important area of the educational research (Utkin, 2016). Among the articles published in the 2015-issues, there are several on the role of pedagogical education in the development of Russian regions, for example, of the Ural (Dorozhkin, 2015). Furthermore, M.A. Lukatskii's article, *The historical-pedagogical research as one of the trends of the historical research*, presents a rich foreign bibliography. Although not being transnationally oriented, this article demonstrates the beginning of an intensive «methodological transfer» concerning the rhetorical basis of the history of education (Bloch, Gadamer, Prost etc.) (Lukatskii, 2015). A significant article by Elena Astaf'eva describes the methodological approach to teaching the history of education in Russian universities, which is focused on the implementation of the new FGOS/GEF (Federal State Educational Standard) requirements at various layers of tertiary education (Astaf'eva, 2015).

In the 2017-issue, the article by Anatolii Utkin, *Historical and pedagogical context as a space for reflecting upon contemporary education*, analyses the role of context in the historical and pedagogical research, arguing that the history of pedagogy is a historical science (Utkin, 2017). Referring to Boris Bim-Bad's works – a prominent Russian scholar who largely contributed to the field of pedagogy with his theory of the «pedagogical anthropology» in the 1990s (Bim-Bad, 1998) – Utkin writes that «through addressing pedagogical issues, the history of pedagogy operates in the logic of a historical science, as it considers the pedagogical phenomena of the past in the process of their genesis and evolution. From B.M. Bim-Bad's point of view, pedagogical phenomena are understandable thanks to the social and historical context of the entire system they belong to. Moreover, each educational phenomenon of the past is determined by a series of preconditions, which, in the end, generate the context» (Utkin, 2017).

Concurring with G.B. Kornetov's concepts, he argues that «high-quality historical and pedagogical studies should include a contextualization aspect (so-called «contextual conditioning»). Thus, pedagogical ideas should be studied within the cultural and social contexts in which they arose, developed, broadcast, interacted, mutated or interrupted. The anthropological context justifies the role and place of education in human ontogeny; the religious context influences educational ideals of different periods and cultures; the political context accounts for grasping the political function of the State; the economic context considers education as the productive force of society and the most important mechanism for human capital reproduction» (Ibidem, p. 9).

Utkin's conclusion is that «creating a new school, innovative in technology and deeply humanistic to all the actors of the pedagogical process, requires a certain awareness and critical reassessment of the world cultural heritage of many generations of foreign and Russian educators. We can say that most «progressive» ideas of this legacy could, to a certain extent, fit into the system of modern pedagogy. Historical and pedagogical knowledge is the basis for shaping modern pedagogical culture.

Modern pedagogical problems can only be explained through «returning to the basics» of the history of pedagogy, which possesses not only an unconditional intrinsic value, but also contains a huge heuristic and prognostic potential in solving actual problems of educational theory and practice» (Ibidem).

The Journal has published about 500 articles written by scholars from different research institutes, universities and parts of Russia (and also from Ukraine, Byelorussia, Estonia and United States) (Ibidem). During a 6-year period of its regular publications, the journal was restructured into six main sections (with some variations): 1) the editorial column; 2) celebration dates of the history of education and pedagogy; 3) methodology of the historical and pedagogical research; 4) history of national education and pedagogy; 4) history of foreign education and pedagogy; 5) research by young scholars; 6) book reviews and reports.

Since the issue of February 2018, the journal has been presenting a new structure indicating some extra changes and new perspectives. Namely, besides the national general pedagogic agenda, its developments, celebration and cultural heritage, one can observe a more focalized interest in the blank spots in history of education and the history of pedagogy. These include research of the history of education at a local level, new insights into the Orthodox Church institutions, and investigations into the history of educational institutions, which were neglected by Russian scholars in the past. Meanwhile, a special section of the journal devoted to young researchers is a way to prepare a new generation of scholars in this field and should not be underestimated.

In conclusion, this journal plays a key role in networking Russian Scholars specialized in the history of education. The commonly shared opinion that the history of pedagogy is a source for the present educational practice, is the underlying idea of most of the «in-field» articles, with interesting attempts to combine the national institutional experiences with the history of pedagogical thought. This trend demonstrates a very strong identity trait in the Russian history of education. The «local» history of education is presented through a wide variety of publications with a focus on educational reforms of modern history. All this research is striving to build a very solid basis for future investigations, by creating a rich collection of sources, which they analyze. The contemporary period, with the Soviet totalitarian system of education and its final collapse, will remain the major focus of research in the future issues.

5. Nizhnii Tagil State Social Pedagogical Institute of the Russian State Professional and Pedagogical University

The Nizhnii Tagil State Social and Pedagogical Institute is the oldest higher education institution in the Urals region, and its main task is teacher training and education. It was founded in 1939 (<https://www.ntsipi.ru/>). Over the years, the University has trained more than 55 thousand bachelors, scholars and masters for the education system, social work and management. The University has several scientific laboratories engaged in research in humanitarian disciplines, among them, the leading laboratory «The history of national education and pedagogical thought»

(*Nizhnetagilskii* 1999; *NTGSPA: 70 dnei v semidesiatiletnei istorii*, 2009; *Istoria vuza*, 2014).

Since 2010, a number of international, all-Russian and regional scientific conferences, devoted to the problems of the history of education and pedagogy, have been organized by a group from the laboratory, including 14 scholars [including 9 candidates of sciences (a specifically Russian post graduate degree) conducting research in the history of education and pedagogical thought].

6. The National and Foreign Pedagogy (Otechestvennaia i zarubezhnaia pedagogika, OZP)

The scientific journal *The National and Foreign Pedagogy (OZP)* was founded in 2011 by the Institute of Theory and History of Education of the Russian Academy of Education (RAE, Moscow), with Svetlana Ivanova as the Chief Editor (<http://ozp.instrao.ru/en/>)⁴. The journal's mission is to present and discuss the latest international ideas and theoretical research in the humanities sphere, to understand and clarify the problems and the role of education, individual, society and state. During the eight years since its establishment, *OZP* has published more than 900 scientific articles and today it has 9 issues a year.

OZP plays an active role in publishing the results of Russian leading research and working seminars in co-operation with Lomonosov Moscow State University, the Scientific Pedagogic Library «K.D. Ushchinskii» and the Bauman Moscow State Technical University and many other Russian universities. Nevertheless, this journal is aimed at a wide audience: scientific researchers, teachers and professors of higher educational institutions, post-graduate students and the representatives of the educational community.

The articles are dedicated to the fundamental problems of educational sciences: philosophy of education, different aspects of didactics, history of pedagogy and education, comparative education and teaching technologies, foreign pedagogy, the lifelong learning and assessment methodology in pedagogy. Numerous publications follow and develop the traditions of famous scientific schools of the Institute for the development of Education strategy of the Russian Academy of Education, where outstanding Russian pedagogues have worked since its foundation: M.N. Skatkin, N.M. Shakhmaev, I.Ia. Lerner, V.V. Kraevskii, N.A. Konstantinov, Z.I. Ravkin, Z.A. Mal'kova, B.L. Vulfson, L.I. Novikova, S.Ia. Batyshev, A.M. Novikov. E.V. Tkachenko, S.N. Chistiakova.

OZP is not exclusively a history of education journal because it is organized in sections, which may change from issue to issue, but it presents quite regular articles about the history of education (including Russian textbook reviews). Specifically, it offers articles on a wide range of educational and pedagogic topics: the general problems of didactics, professional teachers' training and the national experience in the educational sphere, the methodology of education, the proceedings of scholarly

⁴ Svetlana Veniaminovna Ivanova was Director of the Institute of Theory and History of Education (RAE) since 2011, and then, after its reorganization, since 2014, of the Institute for Strategy of Education Development. She is actually also Chief Editor of the scientific journal *Values and Meanings. Scientific and Information Analytic Journal about Humanities (Tsennosty i smysli. Nauchnii i informatsionno-analiticheskii gumantarnii zhurnal)*.

discussions, the proceedings of panel-sessions of the Academic Board devoted to the problems of pedagogical theory and practice, pedagogy and education abroad, education theory and practice in Russian pedagogy, modern research in the theory of education and book reviews.

Since 2011 until the last issue of 2019, *OZP* overall has published about 900 articles and monographic issues dedicated to famous researchers and scholars of the Institute, scientific schools, textbooks, World War II etc. Among those, there were several interesting articles specifically devoted to the history of education and pedagogy, focusing on the latest revision of this educational branch.

The 2013-issue (No. 2), for example, was almost completely devoted to the history of education, its modernization and the renewal of the history of pedagogy. Commemorating the 70th anniversary of the Institute of Theory and History of Pedagogy and the Russian Academy of Education, it presented a part about the «aims, forms and methods of the historical and pedagogical education», such as the didactical and educational potential of the «History of pedagogy» (I.B. Fedotov), the contemporary approach to the course «History of pedagogy and education» (I.R. Peterson), the main approaches for the comprehension of the history of pedagogy (V.K. Pichugina), the intensification of the motivation for the study of the history of pedagogy (A.A. Romanov) and the andragogic principles of the teaching of the history of pedagogy in the system of post-graduate educational training. In the same issue, there were also articles about Comenius (A.N. Zviagin), the theoretical basis of the history of political education in Russia (A.M. Allagulov) and others.

In his article titled *The contemporary historical and pedagogical education in Russia*, Mikhail Boguslavskii describes the evolution of the history of pedagogy in Russia, analyzing teaching courses and tracing in-field publications. In the Soviet period, the history of pedagogy played an important and stable role in the system of teachers' education. The history of pedagogy was taught in all higher pedagogical institutions of the country. Also, at the beginning of the 1990s, it still had an important place, ensured by a set number of teaching hours sanctioned in the curricula within the professional education system. However, later the Federal State Educational Standard (FGOS-3 VPO) drastically reduced the teaching hours. For this reason, Boguslavskii proposes an «intensification of the heuristic, research and independent work of the students with historical sources» (Boguslavskii, 2013).

Likewise, Vitalii Bezrogov's article, *History of pedagogy in the search of a public: a little chair on the giants or for the giants* (Bezrogov, 2013), offered a fresh concept of the renewal of the history of pedagogy by adopting international experience and insights, followed by a thorough analytical reconsideration which could help to elaborate a solution for the future of the history of pedagogy (Richardson, 1998). Following K. Frith and D. Whithouse (2009) and a rich series of articles about the history of education, Bezrogov argues that the historian's task is to «show the historical roots of modernity or similar situations in the past, and this analysis would offer recommendations to his contemporaries, showing that they did not invent anything new, but, instead, followed up on the ideas from the previous generations, but in new conditions and from a new perspective. According to this approach, looking into the past could give the key to the future» (Bezrogov, 2013). In his article, *The history of pedagogy as a remedy for the nostalgia of the past*, Bezrogov notes the absence

of professional training for historians of pedagogy, and calls for a special master's program in Russian higher institutions (*vuzy*) for this purpose (Kosheleva, 2013).

V.G. Bezrogov and O.E. Kosheleva in the article *Methodological aspects of the comparative research in the study of the textbook literature*, approach the problem of textbook publications, addressing the issue from the angle of their innovativeness. They mostly focus on the renewal of the textbook for primary school in different countries and regions. In order to describe the epistemological complexity, the authors refer to A.A. Iengoiian, J. Kocka and W.H. Sewell's theoretical research (Bezrogov, Kosheleva, 2013).

A very interesting collective article, by M.V. Boguslavskii, V.G. Bezrogov, A.V. Ovchinnikov and O.E. Kosheleva, *Without the history of pedagogy, there is no theory of pedagogy* (Boguslavskii, Bezrogov, Ovchinnikov, Kosheleva, 2014), presents the history of teaching of the history of pedagogy as a discipline that has existed since the creation of the Academy of the Pedagogical Sciences in 1943. Particularly, the «scientific elaboration of the questions of the history of pedagogy» is its prime concern. Thus, in 1944, a special Section of History of pedagogy was founded with the aim «of studying the history of the development of the pedagogical sciences» (Ibidem, p. 7). It provided a periodization, which included four main periods: 1944-1969, 1970-2010, 2011-2014 up until today. During the first phase, 1944-1969, and in particular in February 1944, there were three laboratories: the general history of pedagogy, the history of Russian pedagogy and the history of pedagogy of non-Russian peoples of the Soviet Union, which were reorganized in 1953. Since 2011, there has been only one laboratory left, dealing with the history of pedagogy and education (Ibidem, p. 21). The first laboratory created a Collection of Fundamental research of the Institute of theory and history of pedagogy RAE 2008-2012, and edited several important publications among which: *History of pedagogy: methodology, theory, protagonists (Istoriia pedagogiki: metodologiya, teoriya, personalii)* by M.V. Boguslavskii, *Pedagogical theory in the context of the humanitarian culture of Russia in the 19th century (Pedagogicheskaya teoriya v kontekste gumanitarnoi kul'tury Rossii XIX veka)*, by L.N. Belenchuk, S.F. Egorov, A.V. Ovchinnikov and E.A. Prokof'ev; *Compendium of the history of national pedagogy of XIX century (Kratkoe posobie po istorii otechestvennoi pedagogiki XIX veka)* by L.N. Belenchuk; *Anthology (Khrestomatiya)* by L.N. Belenchuk, E.N. Nikulina, A.V. Ovchinnikov and E.A. Prokof'eva; *Historiography of the general school of the Russian Republic (Istoriografiya obshcheobrazovatel'noi shkoly RSFSR)*, by V.A. Miasnikov (Ibidem, pp. 20-21). The authors conclude that the «history of pedagogy is not only the foundation, but also the 'solar plexus' of the pedagogical science» for the researches (Ibidem, p. 23). In the same issue of 2014, there is also an article on foreign schools and pedagogy (by A.K. Savina), which describes the main foreign publications issued by the Russian Academy of Education since the 1950s (Savina, 2014).

The following issue is solely devoted to one of the most important Russian pedagogues of the XIX century, K.D. Uschinskii, about his «rules of the human education» (L.V. Alieva), his idea of anthropological pedagogy (L.N. Belenchuk), the list of scientific publication about his textbooks (O.V. Kabasheva) (n. 1-2, 2014). The 2014 issue is dedicated to another giant of Russian pedagogy, P.V. Kapterev (n. 6, 2014). It not only gives insights into the role of the state in the system of the

development of education and the contemporary character of his didactical views, but also celebrates the gymnasium education in Russia (commemorating 145 years from their foundation).

Among different monographic issues of the *OZP*, in the 2015-issue (n. 1), there is an excellent collection of articles devoted to the *Monumenta manualistica*, to the role of the illustrations in different textbooks and to the religious aspects of primary education, specifically in Tolstoi's reading books (O.R. Khromov, S.V. Vlasov, E.Ju. Romashina, E.E. Nikitina, E.A. Danilina, V.G. Bezrogov, N.B. Barannikova, A.A. Ozhiganova, O.V. Kabasheva). It also included M.B. Skatkin's ideas, elucidating his role in the modernization of education in the 1920s (n. 4, 2015).

Commemorating the 70th anniversary of the end of the WWII, a very interesting collection of articles analyzes the impact of WWII on schools and education. They reconstruct the role of the Soviet state and of teachers in the education process in the years of the WWII in the Moscow region (A.V. Ovchinnikov), the system of education during WWII (Iu.G. Rossinskii), Soviet schools during the Nazi occupation (1941-1944) (E.F. Krinko), some didactical information about contemporary history lessons on WWII and some essential documents about school regulations during WWII (n. 2, 2015).

The articles published in the 2016 and 2017 issues are characterized by a wide range of topics, highlighting the important chapters of the Russian and Soviet history of pedagogy and education, although without attending to the transnational experience, but with a very deep analysis of original Russian sources.

Finally, issue n. 1, Vol. 2 of 2018 is of great interest due to its focus on school subjects in Russia: literature, history, social sciences, geography, chemistry, physics, biology and mathematics (B.A. Lanin, L.N. Aleksashkina, A.Iu. Lazebnikova, L.F. Ivanova, N.N. Petrova, A.A. Kaverina, A.A. Fadeeva, G.G. Nikoforov, G.S. Kalinova and E.A. Nikishova) and its presentation of a historical perspective of the evolution of school subjects in relation to the new textbooks (n. 1, 2018).

In conclusion, although the *OZP* is not purely devoted to the history of education, its contribution is very important for the renewal of its theoretical approaches concerning the educational institutions and the theory of education.

7. The Institute for Strategy of Education Development of the Russian Academy of Education (Institut strategii razvitiia obrazovaniia Rossiiskoi Akademii Obrazovaniia)

The Institute for Strategy of Education Development of the Russian Academy of Education was founded in 2014, as a result of merging five research institutions into one: Institute for Content and Teaching Methods of the Russian Academy of Education (since 1922); Institute for Strategy and Theory of Education of the Russian Academy of Education (since 1944); Institute for Educational Technologies (since 1996); Institute for Innovative Activity in Education of the Russian Academy of Education (since 2004); Institute for Strategic Research in Education (since 2002) (Ivanova, 2014).

The Institute creation was carried out under the initiative of the Ministry of Education and Science of the Russian Federation, in order «to develop strategic

directions of modernization of the Russian education, and to provide scientific decision-making and state policy-making in education in the Russian Federation, to carry out fundamental and applied research in liberal arts».

The objectives of the Institute, according to its charter, are: «to organize and carry out fundamental and applied research in the theory and strategy of education, to estimate the development of education and pedagogy; and to provide scientific and methodological support for the education system of the Russian Federation, meeting the public and state needs in the field of science and education. The activity of the Institute is aimed at getting new pedagogical knowledge, identifying and analyzing global trends in the development of education and pedagogy, supporting scientifically and methodologically the innovative development of the education system and improving the quality of education, updating the content of education and developing learning theories of the 21st century, promoting the scientific-pedagogical professional development of educators».

The Institute develops its activity according to the Academic Councils of the Russian Academy of Education, which unite the scientists carrying out scientific research in fundamental areas: the history of education and pedagogy, the philosophy of education and the methodology of education research, comparative education, learning theories etc. Its research investigations include the development of theoretical and methodological, philosophical and historical aspects of education and upbringing. The applied research of the Institute is strictly tied to the fundamental areas, and is aimed at seeking the solutions to the problems at all levels of education. However, the development of general education is traditionally its priority.

The research fields of the different scientific departments include the theoretical and methodological aspects of education, the actual problems of the school education (polytechnic education, developed by well-known Soviet and Russian scholars M.N. Skatkin and primary and secondary professional education theorized by S.Ia. Batyshev).

8. Conclusion

The history of education in Russia has underwent a significant epistemological change in the last 30 years. The scientific journals played an important role in the creation of academic network between the Russian and foreign scholars, mainly after 2001.

Among these journals, there are only two-three specializing in the history of pedagogy and education, while other journals also contribute to the field, by publishing monographic issues and articles on the history of education and pedagogy, such as the following journals, listed in the order of their foundation: *Philosophy of education*, the *Siberian Pedagogical Journal*, the *Journal of the Orthodox-Saint Tikhon University of Human Sciences (Serie 4: Pedagogy and Psychology)*, *Psychological and Pedagogical Research*, *Issues of Education*, the *News of the Russian Academy of Education*, *The pedagogical Journal of the Bashkorostan*, the *Problems of Contemporary Education*, *Children's readings*, *Human Sciences News of the Pedagogical University of the Tula «L.N. Tolstoi»* and, finally, *Hypothekai*:

Journal about the history of the ancient pedagogical culture. These journals have different purposes and publication policies.

The scientific journal *Philosophy of education (Filosofiiia obrazovaniia)* has been founded in 2001 at the Novosibirsk State pedagogical University (<http://www.phil-ed.ru/index.php/en/journal>). The *Siberian Pedagogical Journal (Sibirskii pedagogicheskij Zhurnal)*, founded in 2003, has been edited by the Novosibirian State Pedagogical University. The journal is actually directed by Tat'iana Aleksandrova Romm (<http://sp-journal.ru/o-zhurnale>).

Since 2003, also the *Journal of the Orthodox-Saint Tikhon University of Human Sciences (Serie 4: Pedagogy and Psychology) (Vestnik Pravoslavnogo Sviato-Tikhonovskogo Gumanitarnogo Universiteta/series 4: Pedagogika i Psykhologiiia)* is including articles about psychology and pedagogy. Protojereus Vladimir Vorob'ei is the actual director (<http://periodical.pstgu.ru/ru/series/index/4>).

The *Psychological and Pedagogical Research (Psikhologo-pedagogicheskii poisk)*, under Aleksei A. Romanov's direction, combines psychological research with pedagogy and the history of pedagogy. This journal has been published by the Institute of Psychology, Pedagogy and Social Work of Riazan, since 2004 (<http://ppsjournal.rsu.edu.ru/>). The *Journal Issues of Education (Voprosy obrazovaniia)* is mostly focused on the latest reforms of education, comparative education, sociology of education, and only publishes few historical researches. Since 2004, it has been published by the Higher School of Economics in Moscow. His actual editor in chief is Iaroslav Ivanovich Kuz'minov (<https://vo.hse.ru>).

The *News of the Russian Academy of Education (Izvestiia Rossiiskoi Akademii Obrazovaniia)*, founded in 2005 by the Russian Academy of Education and the Moscow Psychology and Social University, is directed by Mikhail Abramovich Lukatskii (a member of the Russian Academy of Education)⁵. It is devoted to the philosophy of education and to the educational issues in general, and, in particular, traces its historical development (https://www.mpsu.ru/mag_izvestiya).

Since 2005 also the *The pedagogical Journal of the Bashkorostan (Pedagogicheskij zhurnal Bashkorostana)*, published by the Bashkorostan State Pedagogical University «M. Akmully») has a section «History of education», mostly concerning the history of education in Bashkorostan region, under Jurii Viktorovich Ergin's direction (<https://bspu.ru/unit/248>).

The *Problems of Contemporary Education (Problemy Sovremennogo Obrazovaniia)*, published by the Library K.D. Uschinskii since 2010 includes sections about the Russian pedagogical experience and about the historical aspects, according to the Russian binomial epistemological style (<http://www.pmedu.ru/index.php/ru/>). His Editor in Chief is Mikhail Viktorovich Boguslavskii.

⁵ M.A. Lukatskii has also been the Chief Editor of the «News in the psychological and pedagogical researches. Theoretical and practical problems of psychology and pedagogy» (*Novoe v psikhologo-pedagogicheskikh issledovaniakh. Teoreticheskie i prakticheskie problemy psikhologii i pedagogiki*), that since 2006 is published in the framework of the Russian Academy of Education and of the Moscow Psychological and Social University, with a particular attention to the philosophy of education, learning processes and pedagogical psychology and labor psychology. This Journal is actually directed by Liubov' Alekseevna Grigorovich.

Childrens readings (Detskie Chteniia) edited by the Institute of Russian Culture – Pushkin Institute of the Russian Academy of Science [*Institut Russkoj kul'tury (Pushkinskii Dom/Ran)*] is mostly devoted to the history of children's literature. It was founded in 2012 and it is actually directed by Svetlana Gennad'evna Maslinskaia and Maria Litovskaia (<http://www.detskie-chtenia.ru>).

Founded in 2012, the journal *Social Sciences News of the Pedagogical University of the Tula «L.N. Tolstoi» (Gumanitarnye vedomosti Tul'skogo Pedagogicheskogo universiteta)* has a special section devoted to the history of school textbooks (<https://tspu.ru/journals/21957>). Its actual Editor in Chief is Elena Dmitr'evna Meleshko.

Among the more recent Academic journals, *Hypothekai: Journal about the history of the ancient pedagogical culture (Hypothekai: zhurnal po istorii antichnoi pedagogicheskoi kul'tury)* is devoted to the history of Ancient pedagogy. It is edited from September 2017 and is directed by its Viktoriia Konstantinovana Pichugina (Institut strategii razvitiia obrazovaniia Rossijskoj akademii obrazovaniia, Moscow) (<http://hypothekai.ru/index.php/ru/>).

These academic journals also combine epistemological aspects of pedagogy with the philosophy of education and the history of pedagogy and education. Overall, different Russian journals underwent several stages of scientific changes and contribute to the development of the new trends described in this article, demonstrating more interest towards the internationalization of the research topics, with some orientation on the comparative approach.

The transnational approach is presented at a theoretical level, without empirical investigations on the history of Russian and Soviet educational institutions. A book, such as, *Rethinking the History of Education. Transnational Perspectives on Its Questions* by Thomas S. Popkewitz, concerning Asia, Europe, South America and American Comparative historians (Popkewitz, 2013), could be helpful for Russia, Asia and Europe in their cultural interconnexions, «probing different historical projects that focus on knowledge, discourse, language, and the visual cultures of schooling» (Ibidem). Today, we can see that some steps, as regards the contemporary aspects of global history, in particular concerning post-socialist transformation in Central Asia, have already been done (Silova, 2011).

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