взаимодействия они сведены к минимуму. Вся эта работа помимо помощи участникам коллектива на сцене приводит каждого ребенка к пониманию особенностей ансамблевого музицирования. Это способствует созданию единства и целостности музыкально-художественного образа исполняемого произведения. Такого же мнения придерживается Лукьянова Е.П. в своем исследовании. Она считает, что совместное исполнение участников ансамбля накладывает на них особые обязательства. Каждый из них должен чувствовать себя включённым в общий исполнительский процесс, знать не только собственную партию, но и партии своих партнёров, проявлять повышенную чуткость к художественным намерениям других музыкантов, стремиться вырабатывать в себе «чувство ансамбля». Это означает, что в процессе исполнения музыкальных произведений ансамблисты вступают в коммуникативные отношения средствами музыкального искусства не только с аудиторией, но и между собой. Таким образом, возрастание роли ансамблевого исполнительства в современном музыкальном искусстве повышает требования к коммуникативным качествам музыкантов [3, с.12]. Л.А. Казахватова и Г.Г. Сибирякова согласны с ученым, считая, что игра в ансамбле предъявляет жесткие требования к участникам, а именно соотношение привычных представлений об особенностях звучания каждой партии с тембрами оркестра [2, с.215]. Тем самым, умение слушать себя в оркестре является важнейшим условием каждого исполнителя. И, в данном случае, умение слушать выступает важнейшей стороной взаимодействия, как компонента художественного общения.

Работа в ансамбле — это сложный многоступенчатый процесс. Который строится на каждой отдельной личности, ее психологических состояниях и переживаниях, на взаимодействии с другими людьми, и на хорошем понимании друг друга. Очень важно правильно формировать взаимодействия как между участниками коллектива, так и между участниками и дирижером. Все это даст в конечном итоге хороший слаженный музыкальный коллектив.

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Galkina, I.A., Grishaev I.A.

Structure, composition and quality of the scientific and educational space of higher education

*A.K. Aylamazyan IPS RAS
(Russia, Veskovo)*

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Abstract

This article is devoted to the assessment of the scientific and educational space of higher education on the basis of statistics of the database of the United Fund of electronic resources "Science and education" (Ofernio) for the period from 2009 to the present. **The object of research** is universities in Russia. **The subject of research** is electronic and information resources developed by universities. **The research methods** are content-analytical, statistical, expert, and logical methods.

Keywords: information resources, quality, science, novelty, education, composition, structure, electronic resources

The modernization of the higher school, which was started in 2013, took place in stages and gradually and was implemented in the following stages:

1. Formation of a multi-level higher school;
2. Informatization of higher education;
3. Formation of local information and educational spaces of the country's universities;
4. Integration of local information and educational spaces of universities into a single information scientific and educational space;
5. Organization of a network of reference universities;
6. Selection of a group of leading research universities;
7. Support of leading research universities in order to enter the world's top 300 and then the top 100»;
8. Digitalization of education, including higher education.

Informatization of education has led to the development of a large number of electronic educational resources (EOR) and information educational resources (IOR). In 2009, the joint Fund for electronic resources "Science and education" (Ofernio) started registering and evaluating EOR and IOR for novelty.

Registration is carried out for the purpose of accounting for the results of intellectual activity (RID) and securing copyright on RID, implemented in the form of EOR and IOR. Below, Figure 1 shows a schematic representation of the registration technology in Ofernio:

Fig. 1. EOR and IOR registration Model

As part of registration, the procedure for evaluating the novelty of EOR and IOR is carried out. The assessment of the novelty of EOR and IOR is carried out in connection with the repeated development of EOR and IOR by universities in support of the same academic disciplines. By order of the Ministry of education and science No. 1399 of 09.11.2016, universities are required to use their own, original EOR and IOR in the educational process.

The novelty assessment is carried out in accordance with the principle model of building EOR and IOR (Fig. 2).

Fig. 2 Model of EOR and IOR construction principles

And in accordance with the generalized model of novelty assessment technology presented below (Fig. 3).

Fig. 3 Generalized model of EOR/IOR novelty assessment technology.

EOR and IOR that meet the novelty requirements are registered, and information about them forms the Ofernio database.

Analysis of the array of registered EOR and IOR on a functional basis allows you to determine the structure of the information scientific and educational space of universities in the country in accordance with the functional feature (Fig. 4)

Fig. 4 Distribution of electronic and information resources by function.

Thus, the structure of the information scientific and educational space of universities consists of three pools:

1. education,

2. science,
3. other, where other:
 - resources supporting sectors (production sphere) of the state economy of the country;
 - regions (non-production sphere) of the state economy of the country.

The information scientific and educational space of universities has a preferential availability of educational resources, which, in accordance with the type of intellectual activity, belong to the works of science. This conclusion is made on the basis of logical reasoning "from the opposite": since EOR and IOR are neither works of art nor works of literature, therefore, they are works of science.

Fig. 5 Types of intellectual activity results

Works of science are any works whose main content consists in the development and systematization of objective knowledge about reality. For a work of science, the form protected by copyright is secondary, and the key is the content that does not fall under this protection. The motivation that is valid when writing scientific works is usually very far from the desire to earn income from the sale of such a work. Finally, it is impossible to evaluate scientific work and its "profitability" in General (and, consequently, to offer it for sale) [1,2].

EOR and IOR display a system of scientific knowledge based on scientific achievements. The process of developing EOR and IOR is long in time, so the knowledge generated by EOR and IOR will always lag behind the level of development of science. By the way: at the exit from the University, we always have specialists with an outdated level of knowledge at the moment [1].

Classifying EOR and IOR on a form-functional basis, we state that they have the following species classification (Fig. 6) [3]. Thus, the composition of the information scientific and educational space of the country's universities is determined.

It was mentioned above that many EOR and IOR are developed by universities in support of the same disciplines. This is legitimate, since each teacher has his own creative handwriting, determined by personal qualities, temperament, emotionality, and accumulated experience.

This is confirmed by an illustrative example from the early 2000s, when the Ministry of education sent out sets of computer training programs (EOR/IOR) selected by the expert Commission to General education institutions. The project did not have the expected effect, as teachers, due to their personal qualities and preferences, were not able to fit the recommended EOR and IOR into the educational process of their General education institution.

This is also the case with the National open educational platform, which hosts distance courses that have to be accompanied by teachers involved in their development. In other words, courses can only be used by students of other universities with the support of a specific teacher.

Below is a diagram of the distribution of EOR and IOR by academic disciplines for the period May 2019 to May 2020, demonstrating the multiplicity of development of EOR and IOR by universities in more than 80 academic disciplines (Fig. 6).

Fig. 6 Distribution of EOR and IOR by academic disciplines

The multiplicity of EOR and IOR development makes it necessary to evaluate their novelty, in accordance with the order of the Ministry of education and science No. 1399. The

novelty assessment is carried out in accordance with the generalized model of the EOR/IOR novelty assessment technology (Fig. 3). Using a comparison of the characteristics of EOR and IOR, and fixing their difference, the novelty of EOR and IOR is evaluated in the following sequence:

- Evaluation of software and technical characteristics of EOR/IOR;
- Assessment of the ergonomic characteristics of EOR/IOR;
- Assessment of psychological and pedagogical characteristics of EOR/IOR.

Thus, the quality of information scientific and educational space of higher education in the country is formed, characterized by the originality and diversity of EOR/IOR of individual universities, the development of which is accompanied by the improvement of didactic solutions and methodological techniques for the development of EOR and IOR, in particular the application of: multimedia, interactivity, non-linearity of text delivery, information and gamification [4,5].

Conclusions:

Thus, the article describes the information scientific and educational space of higher education in the country from the standpoint of the structure, composition, quality of its components: information and electronic resources.

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