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## **Cultivation of Pedagogy of Novel Character in the Aspect of Remote Learning**

*The problem aspect of this article concerns the current situation that prevails in the national public school system education due to COVID-19 pandemic, and the target setting of this research is threefold: 1) to determine and define what education would mean to the Lyceum and the world now onwards; 2) to see a new reflection and a new vision of using the opportunities of our present and previous experience within the frameworks of the Lyceum and the Department of foreign languages in the aspect of remote training in the learning of English and Communication Skills in English; 3) to deliver result-based teaching and learning to credit COVID-19 outbreak and the subsequent global lockdown as the “agent” of the change and even the crisis in education.*

*Materials and methodology.* This article presents the systems and holistic approach to cultivating pedagogy, technology and knowledge content within the comprehensive model of teaching foreign languages practices in the regional public school. *Results of this research.* Cultivating such pedagogical practices that would allow to preserve the content and optimal conditions for improving the four main aspects of foreign language speech activity of schoolchildren on an integrative basis in the space of programming and planning the academic course “Foreign Languages” in terms of the topical issues of “Man and the Environment”. *In Conclusion* the authors state the necessity to continue the research in the frameworks of expanding the opportunities of distance learning for the development of the communicative competence of the Lyceum students, as well as to neutralize the shortcomings of this type of training and learning in order to improve the quality of education in terms of personal development of the students.

**Keywords:** electronic textbooks; communication skills in English; rational use of platforms; Rainbow English Course book.

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## **Культивирование педагогических практик новой формации в условиях дистанционного обучения**

*Проблемное поле и целевая установка исследования в рамках данной статьи триедины: 1) попытка определиться в понимании современных реалий российской школы; 2) необходимость осмыслить собственный опыт работы*

школы и кафедры иностранных языков в условиях удаленного обучения школьников; 3) наметить и реализовать наиболее эффективные подходы и средства внедрения дистанционного обучения как нетрадиционного способа педагогической и учебно-познавательной деятельности непосредственных участников образовательного процесса.

*Результаты.* Авторский системный поиск осуществляется в аспекте культивирования таких педагогических практик, которые бы позволили сохранить содержание и оптимальные условия для совершенствования четырех видов иноязычной речевой деятельности школьников на интегративной основе в пространстве программной тематики по учебной дисциплине «Иностранный язык», а именно «Человек и окружающая среда». *Заключение.* Авторский коллектив приходит к выводу о необходимости продолжения исследовательского поиска в направлении расширения возможностей дистанционного обучения для развития коммуникативной компетенции лицейцев, а также в нейтрализации недостатков в целях повышения качества обучения, воспитания и развития личности, которые были отмечены в процессе проводимой работы не один год.

**Ключевые слова:** электронные учебники; коммуникативные умения; английский язык; рациональное использование платформ; учебно-методический комплекс “Rainbow English”.

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## 1. Introduction

*Problem statement* of this article concerns the crucial role of educators today tasked with developing lifelong learners who can survive and thrive in a global knowledge space — learners who have capability to effectively and creatively apply skills and competencies to new situations in an ever-changing, complex world [1, p. 6]. Pedagogical, even educational methods are no longer fully sufficient in preparing learners for thriving in the workplace, and a more self-directed and self-determined approach is in need of. When the process of international language learning is organized adequately, any international language emerges as a unique condition and means for up-bringing that could be a way and form of self-education via the language and culture personality development spaces. As is the case, the language personality is a personality who both capable to reflection and actualize this reflection, to understand how the knowledge of languages work and could treat the skills to apply this knowledge towards fruitful communication [3; 4; 10; 16].

Widespread new technologies, new pedagogical approaches to the educational processes seemingly outmoded in the light of current rapidly development of new teaching methods, learning resources, and digital media. The active usage of traditional formats of teaching and learning with printed textbooks is gradually being replaced by distance education formats of learning with electronic textbooks. The class-based system in its usual format has existed since the 17<sup>th</sup> century, and one knows how it functions. As for distance education, teachers have to get to know how to apply new tools in their activities if they want to be up to the mark. Self-determined learning, characteristic of distance education formats, is also a cru-

cial attribute of distance learning for both educators and students, who have to become mature learners, and with the affordances it offers when applied to emerging technologies in distance education [2–9; 11–14].

Thus, educational innovation has become a ubiquitous topic both in policy discussions and among the educators because there is a lot of promising energy behind innovation that needs quick establishment of common definition and principles that can underpin and sustain the work ahead. As such, we will present what we manage to do working with different platforms in the frameworks of what distance education would mean to the Lyceum in the regional spaces now onwards in terms of a new reflection and a new vision of using the opportunities of our present and previous experience in the learning of English and Communication Skills of schoolchildren in English within the Department of foreign languages. Finally, we will present a series of recommendations designed to encourage other educators to apply result-based teaching and learning tools and methods through remote learning as innovation in public education.

## 2. Remote Learning as Innovation

*Materials and methodology.* This April, a Team Ship of foreign language teachers of the Lyceum has to choose a platform, and discuss the issue of the rational use of platforms that are known to the pedagogues and used in their work. In technology, a “platform” is a hardware architecture or software framework that allows diverse producers to create modular solutions that run on a machine. The platforms used in the Lyceum are LECTA and TEACH (uchi.ru) and ZOOM/Skype for conducting classes with students who are home-schooled. Subsequently, we added the list of the platform Skysmart and CLASSTIME. We have been teaching English for seven years using

the Rainbow English Course (ed. by O. V. Afanasyeva and I. V. Mikheeva). Three years ago, our teachers first had the opportunity to use electronic forms of textbooks in their work on the educational platform LECTA of the group of companies "Prosveshenje" [1; 3–6; 11; 15].

The electronic format of the textbook completely repeats the paper version, has built-in audio files and the ability to check multiple-choice tasks in reading, listening and grammar. In the teacher's personal account, there is a ready-made technological map of the lesson, which solves the problem of planning, and the presentation for the lesson that helps to solve the problem with clarity, which is especially important in primary schools. There are ready-made test papers that one can use as a template for drawing up test papers. Teachers conduct lessons either in asynchronous learning mode, sending students a detailed presentation or a synopsis for each lesson. The students download the presentation to their computer/smartphone, do their home assignments, and send the results to the teacher by email. Once a week, foreign language lessons are in synchronous learning mode, connecting the ZOOM platform. It is the electronic format of the textbook that allows the lesson to conduct as the "screen demonstration" modular component in order to see the tasks in the textbook and listen to comments from classmates, and complete the tasks together.

Meanwhile, the only problem concerns the issue of abundance of work when each teacher has about 230–320 students' works to check them up, one needs to evaluate at least one work per week for each student. And technology helps them again. We have interactive workbooks for our textbooks. We sent students a link to the tasks as homework. They could study from any device/gadget. After completing all the tasks, they are automatically checked. The interactive textbook SkySmart based on the activity books of the Publishing House "Prosveshenje" helped the teachers immediately evaluate the results of the students' activities. We could see both the statistics for the class and the scores of each student.

In addition to the LECTA platform, some of the teachers have used the platform UChi.ru. For both synchronous and asynchronous modular components can be connected at a time. This platform is popular with primary school teachers, Math teachers of our Lyceum, and the Department of foreign language Team Ship of pedagogues. The lesson in synchronous mode allows one to use a simple set of tools, notifies students about the inclusion of the lesson in the schedule. This platform offers additional exercises for training and fixing lexical and grammatical material without being tied to a specific QMS. The test is performed automatically, the teacher sees the results of each student, and it is possible to exchange messages through the Chat of each class. We use this platform to repeat and consolidate the knowledge getting additional information.

As for electronic textbooks (EFU) in a remote format as innovation, one needs to understand what exactly an

electronic textbook is. EFU is an electronic publication that corresponds in structure, content, and artistic design to the printed format of a textbook and contains multimedia elements and interactive links. The main structural components of the EFU are the following: a) the main material (the main content of the publication, mandatory information for study); b) additional material (related to the main material, necessary to expand and deepen the knowledge gained during the study of the main material); c) navigation device (table of contents, thematic index, notes/bookmarks that provide quick search for information); d) apparatus for organizing learning (tasks and materials for testing knowledge and providing feedback).

In the context of distance learning, it is important to state that modern electronic textbook has a number of unique features that cover a) search for the necessary information (pages, keywords, phrases, etc.); b) multimedia and interactivity (motivates the study of the subject, increases the activity of students); c) knowledge testing (automated verification of the studied material); d) mobility (using the EFU in any place & any time); e) compactibility (the load on the spine is reduced to a minimum).

By the same token, some extra advantages they have are a) simplified form of organization of the process (teacher training; forms and pace of work, number of references to the textbook, etc.); b) abundance of visibility; c) extra time for the participants of the educational process; d) control and self-control of the level of knowledge on the topic; e) use on various types of devices; d) increase of students' motivation; e) increase of work performed in the class; f) in-depth/detailed explanation of the material thanks to hyperlinks; g) personalized learning process; h) different levels of development tasks; i) availability of up-to-date information from a variety of sources; k) support for automated downloads and updates at a convenient time using modern means of communication.

By the same token, we also choose **ZOOM** as a service for video conferences, online meetings, and group chats. The service offers a basic free version and a paid version with an extended set of features. In our case, both the first and second options are acceptable, but we prefer the second paid option, since this version has a very important function for teaching a foreign language — dividing groups, triples, etc. (i.e. session rooms — breakout rooms). Presentation and demonstration of the material and visibility are carried out with using the built-in whiteboard function for teacher and student collaboration. This service allows one to view videos and listen to audio from one's own computer and iPad/iPhone. Using the chat function (public and private), you can communicate, write answers, tasks, send files to all students or individually during a class session. For those who missed the lesson online, you can view it in the recording.

Thus, using the Zoom service, we manage to get closer to the interaction of teachers and students carried out in off-line lessons: the teacher can address the whole class

and vice versa, with the help of session halls, we can carry out group, individual and pair work and have the opportunity to adjust and control the process. Using all the features of this service, we are not talking about the fact that the teacher in the classroom acts as a “talking head”, the lesson is held in dynamics, students are not bored, as there is a change of activities, students are at work, and we direct their activities, adjust and control the process and the language.

To create interactive didactic materials for different stages of the lesson, we use multifunctional online constructors that can be used to create a number of the author's educational resources or use suitable ones already created by other teachers: interactive presentations where you can add links, interactive buttons that lead to new Internet resources, audio, video, certain games, to gain additional knowledge or to work out or control previously obtained ones. As is the case, for motivating students' learning activities at the stage of updating knowledge, one can use such online constructors as: <https://www.mentimeter.com>, <https://wordwall.net>; at the stage of discovering new knowledge — <https://www.genial.ly>, <https://www.canva.com>. at the stage of primary consolidation and application of knowledge and skills in a new situation — <https://wordwall.net>, <https://learningapps.org>; electronic notebook on <https://edu.skysmart.ru>, <https://quizlet.com/ru> etc.; at the stage of learning control, the following constructs are well suited <https://www.mentimeter.com>, <https://www.live-worksheets.com> and others.

Thus, the problem of culture self-determination of an individual is sure to be of primary importance as distance education allows the teachers to brush up the methodology of ELT, and then share the findings within the pedagogical community. One of these findings is a platform *class-time.com* designed to conduct various verification activities has a convenient and clear navigation, and a resource library with ready-made verification works. In addition to products and platforms, innovations in process can lead to great change too.

### 3. Results

Here are some of the most crucial results of the study to make the most of the opportunities of distance learning and teaching at the Lyceum Department of International Languages in the period of the COVID-19 pandemic. One of the effects is a huge number of opportunities for distance learning with the use of EFU in the learning environment.

First, whenever and wherever a student is, they will always be able to gain knowledge through access to educational materials at any time and in any place. Secondly, multiple requests help to solve the difficulties that arise with understanding the material, so students can refer to the material as many times as necessary. Thirdly, the task formats are presented in interesting ways: WebQuests, Web projects, brainstorming, digital storytelling, and so on. Moreover, thanks to EFU, all tasks are inter-

active, which contributes to involvement in the learning process, activation of educational activities, and deepening of knowledge on the subject. Fourth, it is possible to build a more detailed assessment scale, instead of the standard and traditional five-point scale; students make a self-assessment of their achievements, work, and mutual assessment.

The above statements are the essence of the Comprehensive Value Model for programming and planning the pedagogy practices within the English in Focus Course (N. I. Bykova, D. Dooley, M. D. Pospelova and others) in the aspect of EFU, and includes *the four main frames* which are proposed for consideration and further discussion.

**Frame One** covers an introduction of the main elements of the navigation panel to realize how it functions; for more effects of Knowledge Content, the systems methodology of information perception for the students is under consideration: the auditory — sound; visuals — illustrations, photos, video clips, and texts; kineasthetics/kinesthetics — interactive tasks and links, practical simulators and tests; it also includes tracking the students' progress in real time with the Notes and Bookmarks service; add comments to bookmarks/notes for a more detailed understanding of the task by students; repeat the necessary material published in various sections of the textbook; organization of various forms of work in the classroom; home assignment designations, etc; inclusion of theoretical material in the training task; when issuing a study task for independent work to students, even if its purpose is to repeat what has been passed, in the context of distance learning, it is necessary to supply it with theoretical material that may be necessary for its implementation; the teacher explains the features of its implementation through the instruction to the issued educational task; both the organizational and substantive instruction is important at the moment.

**Frame Two** considers automated control and self-control using interactive elements of the textbook (buttons to call the sample for self-testing and go to control tasks); usage of different types of tasks for control/self-control: choose one or more answer options, open answer-offer your own answer option); usage of the Search function to quickly navigate to a section, topic, or page, or to display any information one needs; states the individual preferences of students regarding viewing EFU, and stimulates students to set up the most comfortable mode for reading the pages of the textbook; implies the level differentiation of training with the help of additional materials provided in the EFU; various sources of information in the learning process, not only EFU resources (Internet, printed textbook, etc.) are at the students' disposal; the tasks should be interesting to the student: for example, an exercise from a textbook can always be supplemented with a link to an interesting film on the topic being studied, recommend an electronic resource, or change the textbook task by adding a creative question.

**Frame Three** stresses the need for an individual speaker system-headphones (especially in foreign language lessons, working with the listening section); while working with the EFU consider the requirements of the Regulations, regarding the time spent by students at computers; switch off to different types of checking and evaluating completed tasks; students' homework assignments should be checked and evaluated by the teacher; as this process is not easy for all the participants of the educational relations, one needs to treat it as a responsibly; when evaluating completed assignments by students in distance learning format, the teacher needs to consider not only the outcome of the task, which can be worse than class-lesson system of education (which is normal), but the effort of the student, thoroughness of execution, the desire to convey to the teacher the work performed in different ways, to improve its on its recommendations, to alter, to perform additional tasks, and perform additional academic work not given by teacher, but indicative of the increased student's interest in the subject.

**Frame Four** offers homework usually designed for one day. Also, independent work should be subordinated to the idea of integrity and solve a specific educational task in one execution. When determining the number of tasks for a student, it should be taken into account that the child works independently, as a rule, more slowly, chooses an individual pace that is comfortable for him, and is also forced to solve related educational problems without help. Therefore, it is better to give out homework on the subject, consisting of one or more problem tasks, selected in accordance with the assigned educational problem and "recorded" in an electronic diary in the order of execution that the teacher intended; it also suggests careful selection of homework assignments since it becomes the principal link in achieving a specific educational goal set by the teacher for a certain period; the main requirements for homework are the following — the task should be clear to the student: including understanding what they will do, where they will do it, how they will do it, what additional learning tools they will need, and how they will transfer the work to the teacher; the task should be feasible and accessible for students to perform independently.

To wind up these theses, effective distance learning can be organized in various ways on learner-centered approach on the basis of the textbook tasks the Course that suggests respect for both the students and teachers, who are just at the beginning of the crucial changes in the learning environment of national public education, so it is necessary to respect all participants of the educational process, to understand the problems and difficulties associated with a new format of public education, and be patient and friendly with each other. Undoubtedly, the use of new tools requires time and effort, and this crisis situation will push us up to develop our knowledge of the use of mobile resources in teaching practices and motivate us to move up to a new level of professional skills.

#### 4. Conclusion

In conclusion one can state that electronic textbooks together with distance learning change the methodology and style of the teacher's activities, his/her role in the educational process. In turn, the interactive features of the textbook and the extensive opportunities for learning "at a distance" not only increase the ability to make the lesson more individualized and dynamic, meanwhile increasing the interest and involvement of students, but also to implement the requirements of educational standards.

Life dictates new rules for us. The crucial role of a modern on-line teacher is the reality of today. Teachers were faced with the task of organizing distance learning during the pandemic period, and it had to be solved in a fairly short time. Analyzing new opportunities for learning in the context of digitalization, new types of teacher and student activities, the simplest ways of organizing foreign language teaching at home were considered. All the above advantages provide the teacher with great opportunities to organize classes, engage and motivate students, and expand the boundaries of the educational spaces. We consider a successful "innovation" to be a new approach that brings an improved result.

These innovations can be recognizable or entirely new and different, mostly small or large, disruptive or sustaining. However, it is worth noting that along with numerous advantages, the electronic form of textbooks has a number of disadvantages. The main thing is the impact of EFU on children's health; it affects the vision, posture, and psycho-emotional state of the younger generation. Also, the disadvantages include the dependence of devices on power supply, and the lack of teachers' methodology and competences of working with EFU, and some other technical difficulties of work.

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## ИССЛЕДОВАНИЕ

### Случайные пристрастия появляются с детства

Зайдя в магазин, мы покупаем то, что нам нравится: нам нравится эта зубная паста, а не та — и мы ее всё время берем, нам нравится эта колбаса, а не та — и ее мы тоже всё время берем, нам нравятся эти носки, а не те — и т. д. Ну а почему нам нравится одно и не нравится другое? Наверное, потому, что мы долго размышляли, прислушивались к своим ощущениям, сравнивали вкус, цвет, состав и т. д.

Однако психологи давно убедились, что наши предпочтения формируются во многом случайно, а наше убеждение, что нам что-то нравится или не нравится, формируется потом, после того, как выбор сделан. То есть мы когда-то случайным образом сняли с полки конкретную зубную пасту, а уже потом решили, что она нам нравится. Конечно, если речь идет о сильно отличающихся предметах, то в таком случае предпочтения опираются на разницу в качестве, вкусе, цвете и пр. Но если предметы не очень сильно отличаются друг от друга, то наши «нравится — не нравится» определяет случай.

Исследователи из Университета Джонса Хопкинса решили выяснить, с какого возраста наши пристрастия начинают зависеть от случая. Эксперимент ставили с детьми 10–20 месяцев от роду. Дети выбирали один из двух цветных мягких кубиков одинакового размера. Кубики лежали далеко друг от друга, так что дети могли взять только один. После того, как ребенок выбирал кубик, его у него забирали. Затем перед ребенком снова появлялось два кубика: один — тот, который он перед этим НЕ выбрал, а второй — абсолютно новый кубик, который ребенок вообще еще не видел. На сей раз, как говорится в статье журнала *Psychological Science*, дети выбирали абсолютно новый кубик. Тот кубик, которым они пренебрегли в первый раз, не вызывал у них никакого интереса — как если бы он им не понравился задним числом.

Эксперимент повторяли много раз, чтобы убедиться, что в первый раз дети выбирали кубик случайно. Но всё равно оставалась вероятность, что им просто понравился какой-то определенный цвет, или же что во второй раз они выберут новый кубик, потому что он новый. И тогда исследователи поставили еще одну серию опытов. Теперь дети в первый раз ничего не выбирали, то есть они видели два кубика, но один из них им сразу подносили взрослые. Потом детям снова показывали два кубика: один — новый, который они еще не видели, и второй — тот, который они видели, но который им не давали. В этом случае дети в равной степени выбирали то один, то другой. То есть теперь у них не было предубеждения против виденного кубика — в первый раз у них не было выбора, они его не отвергали, и теперь относились к нему без предубеждения.

Авторы работы делают вывод, что этот механизм, когда случайный выбор определяет дальнейшие пристрастия, начинает работать в самом раннем возрасте, едва ли не с рождения. И здесь, конечно, было бы интересно выяснить, в каких еще случаях он срабатывает. Пока что речь шла о кубиках и о потребительских товарах. Но можно предположить, что случай определяет пристрастия и не в материальных вещах — в том, какую музыку мы любим, какие фильмы смотрим, какие книги читаем и с какими людьми живем.

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