

Байбородова Л. В., Лушникова Т. В. Концептуальные основы и механизмы доступности дополнительного образования сельских детей

Abstract. The article presents the results of the study on features of additional education organization and its accessibility in rural areas, possibilities of using the resources of rural society are considered. The work was carried out within the framework of the regional innovation project «Development of mechanisms for targeted support of students living in rural areas in obtaining affordable additional education» (order of the Department of Education of the Yaroslavl Region No. 135/2/01-04 of 10.04.2019). The purpose of the study was based on the identified features associated with the use of free time by rural children, their employment with additional education, motivation and social order for additional educational services and the peculiarities of the influence of individual factors on additional education, to determine and test mechanisms for targeted support of rural children in obtaining affordable additional education. Research methods was study and generalization of the mass experience of additional education of rural children, a survey of schoolchildren, parents, teachers, focus groups, experimental work, expert assessment. Based on the socio-cultural approach and taking into account the peculiarities of the organization of this sphere of education in rural areas, the article presents the following mechanisms of targeted support for rural children: search for social partners based on a social order, «mobile teacher», «mobile children's group (child)», involvement of socially-oriented commercial organizations providing educational services, interaction with vocational education institutions, remote form of additional education for children. Rural schools are usually small, so the application of any of the proposed mechanisms can be targeted, taking into account the opinions and capabilities of students and their parents. References are given to the experience of implementing mechanisms for providing additional education.

Селиванова О. Г. Содержание и средства формирования психологической комфортности учебного процесса в сельской школе

Abstract. The article reveals the results of a scientific discussion on the problem of maintaining the psychological comfort of the educational process in rural school. The purpose of the article is to reveal the research position of the participants in the interactive polylogue, in which scientists, methodologists, teachers of rural schools in Russia took part. The methodological foundations of the study were the ideas of integrative-differentiated, praxeological, psychodidactic and convergent approaches, which made it possible to identify and analyze the content, technological and communicative aspects of the formation of psychological comfort of education in rural school. The thought of means as pedagogical means and actions that perform the functions of student development and contribute to the achievement of the set goals and objectives made it possible to determine the ways to solve the problem of maintaining the psychological comfort of the educational process in rural school within the digital society. The research methods were a theoretical analysis of the literature on the problem, reflection of successful educational practices in the countryside. The content aspect of the formation of psychological comfort is associated with the organization of the process of self-knowledge by rural schoolchildren of their cognitive characteristics, their strengths and weaknesses. The technological aspect is based on subject-oriented technology, which allows schoolchildren to organize effectively their educational activities in the educational process of rural school. The communicative aspect of the process acquires special significance in a pandemic and actualizes the development of information and communication technologies by the subjects of the educational process for network interaction. The article concludes that the digitalization of education significantly transforms the educational process in rural school and requires the development of scientifically grounded and tested approaches that allow rural school to be in the trend of educational development, while maintaining the psychological comfort of the educational process.

Мухамедьярова Н. А. Технологии формирования метапредметных компетенций у педагогов дополнительного образования, работающих в сельской местности

Abstract. During the period of active attention from the state and the public to the system of additional education for children (DOD), the problem of updating the requirements for the professionalism and competence of teachers in this area becomes relevant. In addition to the possession of professional pedagogical competencies, there are reasons to speak about the importance of the formation of metasubject competencies, which are of particular importance in the work of teachers in rural areas, since rural educational organizations function in conditions of polydisciplinarity, integrativeness, interdisciplinarity.

The purpose of the article is to substantiate the technologies for the formation of metasubject competencies among teachers of additional education for children working in rural areas. The author defines metasubject competences and reveals that the structure of a cluster of these includes: information, research, organizational and managerial, communicative competences, competence of self-organization and self-development. The article describes the results of the study of the level of formation of metasubject competencies among teachers of the system of additional education for children in the Yaroslavl region and the Republic of Sakha (Yakutia), which made it possible to identify the basic level of mastery of these competencies and deficiencies in cognitive, behavioral, motivational-value components.

The organizational and pedagogical conditions for the formation of metasubject competencies in the process of professional development and training of teachers are presented: intradisciplinary, interdisciplinary and

transdisciplinary integration. Some educational technologies are described that can be used by the head of a rural organization of additional education for children (ODOD) or a rural teacher in order to form meta-subject competencies. Technologies of «case study», «colloquium», projects, «pedagogical workshops», «business / role-playing game», «DASID», «Cycle Kolb» have metasubject potential and can be effectively applied in rural areas based on available resources.

Грицай Л. А. Взаимодействие сельской школы и семьи в трудах С. А. Рачинского

Abstract. The article analyzes pedagogical ideas and practical experience in organizing the interaction of rural schools and families, proposed in the works of famous teacher-innovator Professor S. A. Rachinsky. The possibilities for such interaction proposed in the works of the teacher are studied, a comparative analysis of the ideas of Rachinsky and the official doctrines of the Ministry of Public Education is carried out, the peculiarities of the implementation of the ideas of the teacher in practice are indicated, which provides for taking into account the individual characteristics of teaching and raising children from a peasant environment in a rural boarding school with the organization of practice-oriented labor education of trainees, as well as the formation of their knowledge, skills and abilities in the field of certain types of professional activity, focused on their future work in rural environment. It is indicated that thanks to Rachinsky's activity, the ideas of humanistic upbringing of children based on national traditions penetrated into the environment of the peasantry, which for centuries maintained conservative ideas about family upbringing of children, which assumed a strict hierarchy of child-parent relationships, reliance on community values, authoritarian style of parental behavior and recognition of the need for unconditional subordination of children to the will of their parents. Broad socio-cultural and educational activities of S. A. Rachinsky in rural environment, the opening of schools by him contributed to the formation of a new type of relationship between older and younger family members based on mutual respect and recognition of the child's right to realize his personal potential in society, thereby in a certain way humanizing the relationship between older and younger family members.

Хорошулина И. Н., Хорошулина В. А. Взаимодействие общеобразовательной организации с профессиональными образовательными организациями по реализации дополнительных общеобразовательных программ

Abstract. Currently, schools are designed to ensure the quality of not only general, but also additional education for children. When organizing additional education in rural school, it is important to provide children with equal opportunities for comprehensive development with urban schoolchildren. This article considers one of the options for overcoming difficulties in organizing additional education in conditions of limited own resources.

The article describes a mechanism for ensuring the availability of additional education for rural schoolchildren through interaction with vocational education organizations. The Law «On Education in the Russian Federation» allows the use of a network form for this, while the partnership becomes mutually beneficial, systematic and effective.

The article contains a detailed description of all stages of the organization of productive interaction with the institution of vocational education for the implementation of additional education programs. The results of the development of programs by students based on the integration of general and additional education are listed, which, in turn, also allow us to fulfill the requirement of the federal state educational standard of basic general education about the need for vocational guidance of students.

The article presents the experience of Otradny secondary school of the Uglich district in implementing additional education programs in partnership with Uglich Agrarian and Polytechnic College. The materials of the article can be used as a step-by-step instruction on the organization of interaction with the institution of vocational education not only rural, but also urban schools. The analysis of the questionnaire on the study of students ideas about professions is given. The work of the school staff is described, built taking into account the needs of children, the capabilities of college teachers and focused on the market demand for certain professions.

Лукашеня З. В. Консалтинговое сопровождение профессиональной практики педагога белорусской сельской школы

Abstract. The processes taking place in the educational sphere of modern Belarus require both theoretical rethinking and practical research. The current demographic situation in the country and the socio-economic conditions for the development of society have actualized the issues of the functioning of the rural school. Today in rural schools in Belarus there are five times less schoolchildren than in urban schools. Rural schoolchildren find themselves in a situation of very limited choice of forms of the system of out-of-school and additional education. Rural schools have limited access to various types of resources due to their territorial and, correspondingly, informational isolation. The difficulties of attending cultural events not only at the republican, but also at the regional level are explained today not so much by territorial remoteness as by the material support of a rural family. These circumstances lead the professional practice of a rural school teacher to a situation of uncertainty. It is aggravated by the problems of insufficient material and technical equipment of rural schools, low wages (especially for young teachers), low motivation to receive education from schoolchildren and their parents.

Consulting support of the professional practice of a teacher allows you to look at education in rural school from the inside through the eyes of subjects immersed in educational processes.

The article outlines the main theoretical and methodological ideas for organizing the process of consulting support for the professional practice of a teacher, the features of its implementation in rural school, reveals the mechanisms and conditions for the implementation of this activity.

The publication highlights the results of feedback from participants in consulting events – teachers of rural schools in the Baranovichi and Mozyr regions of Belarus. In the process of consulting support, rural teachers actively discussed the pressing problems of work in rural schools in Belarus, both at the regional level and throughout the country as a whole. The article presents the results of surveys on the optimization of rural schools by enlarging them, on the existing paper-reporting and other kind of bureaucracy, on the material, technical, scientific-methodological and staffing of the educational process in rural school. The analysis of these results will make it possible to concretize the directions for reforming education in the country.

Ефлова З. Б. Традиции и инновации в непрерывном образовании сельского учителя: летняя педагогическая школа

Abstract. The article continues to acquaint with the results of a historical and pedagogical study of the theory and practice of professional and personal formation and development of a rural teacher in Russia, carried out in the discourse of his lifelong education (journal «Pedagogy of rural school», № 1, 2021). At the stage of the development of rural schools and rural teachers (XIX – early XX centuries), the prerequisites for the continuous education of a rural teacher are found in such forms of advanced training as teachers' congresses and courses for folk (zemstvo, rural) teachers. The illustration of the possibility of reviving traditions and harmonizing the ideas of educators with the development trends of modern rural school and its teacher is the Summer Pedagogical School for leaders and teachers of rural educational organizations of the Republic of Karelia. The reliance on traditions in improving the qualifications of rural teachers is manifested in the concept, content, structure and forms of implementation of the program of additional pedagogical education, carried out in this format.

The article substantiates the viability and prospects of the following ideas of teachers' congresses and courses:

1. The actual content of the additional education of a rural teacher, adequate to modern trends in the development of education and at the same time verified (coordinated) with the specifics of rural school, professional activity and lifestyle of a teacher in the village.

2. The interdependence and interconnection of theory and practice, the practical orientation of additional pedagogical education and its focus on the translation of learning outcomes into the life of rural school, into the professional activities of a rural teacher.

3. Democratic creative atmosphere, «friendly interface» of the Summer Pedagogical School of rural teachers.

4. Integration of resources of subjects of joint educational activities – organizers and participants of the Summer Pedagogical School.

The innovativeness of the summer pedagogical school manifested in the compatibility of team and personalized training, in a modular approach to the construction and implementation of the educational program, in the priority of active, interactive technologies, in the use of information technologies and etc.

Новикова О. Н., Скорынин А. А. Создание Центров образования цифрового и гуманитарного профилей «Точка роста» как фактор профессионального развития педагогов

Abstract. The article discusses topical issues of professional development of teachers of secondary schools in the Perm Region in the course of the realization of the national project «Education». According to the law, teachers have to improve their professional level systematically. Besides different training courses for teachers an important factor in the professional development of teachers is the creation of a new educational environment for the school. Within the framework of the national project «Education», in 2020 in municipal districts of the Perm Region there were opened 21 Centers for the education of digital and humanitarian profiles «Tochka Rosta» («Growth Point»). Centers have high-tech equipment for the study of technology, informatics, life safety. To study the experience of Centers, a survey of teachers and heads of schools was carried out. The study shows that the creation of Centers in schools of the Perm Territory contributed to the formation of an innovative educational environment that opens up new opportunities for professional growth of teachers.