

## **Гущина Т. Н., Сальникова Ю. Н. Целевые ориентиры формирования психологически комфортной и безопасной среды в сельской школе**

The authors of the article actualize the problem of identifying and justifying the targets for the formation of a psychologically comfortable and psychologically safe educational environment of rural school. The relevance of the problem is determined by modern socio-economic and socio-cultural conditions, in which there are many risks and restrictions for psychologically comfortable and safe stay of a person in society. Modern studies of Russian scientists indicate that the psychological well-being of all participants in educational relations, as well as the favorable course of age-related crises and the successful socialization of students in society depend on the processes of improving the educational environment. The article presents the results of the work of the problem group «Targets for the formation of psychologically comfortable and safe environment in rural schools», which was organized during the All-Russian scientific and practical conference with international participation «The formation of psychologically comfortable and safe educational environment in rural schools». The participants of the problem group identified the essential characteristics and features of a psychologically comfortable and psychologically safe educational environment in rural school; we identified and identified as the key targets for the formation of this environment its purpose, the main methodological approach (subject-environment approach), the main functions, the leading idea, principles and goals for the formation of a psychologically comfortable and safe educational environment in a rural school. On the basis of the «Goal Tree» method, a hierarchy of goals for the formation of a psychologically comfortable and safe educational environment is built in three directions: the administrative and management team of rural educational organizations, students of rural educational organizations, teachers of rural educational organizations. The materials presented in the article can become a target reference point in the process of forming environments that meet the characteristics of psychological comfort and psychological safety.

## **Коршунова О. В., Бобылева Н. И., Помелов В. Б., Харисова И. Г. Концептуальные идеи, подходы, принципы формирования психологически комфортной образовательной среды в сельской школе**

The problem of the educational environment as a fundamental unit of the educational system has always worried scientists, teachers and practitioners. Currently, this phenomenon is considered as pedagogical reality that allows developing subjectivity, creative abilities of students and their self-realization. For rural schools, the problem of creating such psychologically comfortable and at the same time safe educational environment in science has not been solved until now.

The relevance of this scientific task reinforces the need to understand the changes taking place in rural schools caused by the pandemic and the forced transition to mixed education. Objective: to determine the methodological basis in the form of reference concepts for the formation of psychologically comfortable educational environment in rural school. Objectives of the study: a) formulation of the main ideas that lead to the identification of methodological approaches necessary for the formation of a psychologically comfortable educational environment; b) concretization of the essence of the selected approaches through the construction of principles as general guidelines for the implementation of appropriate pedagogical activities in order to solve the identified problem. Methods: remote brainstorming, analysis of the results of scientific research on similar issues; theoretical modeling. Result: The result is the formulated 4 ideas-concepts, revealed in more detail through 6 methodological approaches and 18 principles, which can serve as leading guidelines for the implementation of the process of forming psychologically comfortable educational environment in rural school.

## **Селиванова О. Г. Результаты исследования комфортности учебного процесса в сельской школе**

As our theoretical analysis has shown, the relevance of the study is determined by the importance of rural schools in the education system both in Russia and in the world. Despite the differences in the policies of states towards rural schools, similar didactic difficulties for teachers both in Russia and abroad have been identified.

The purpose of the article is to describe the results of a study of educational process comfort in a rural school, which was attended by teachers, students and their parents (more than 3000 in total) from 10 regions of Russia. The main research methods were the collection of an array of empirical data based on questionnaires and their theoretical interpretation. The article contains an analysis of data on an educational lesson in rural school as a marker of the psychological comfort of education according to the following parameters: lesson density; the emotional background of the training session; the use of technical teaching aids in the classroom; frequency of rotation of activities types, methods and techniques of teaching. Despite the positive data obtained on the psychological comfort of the educational process in rural school, in the course of the study, problems were found out and identified, the failure of which in the context of the digital transformation of education creates the danger of losing the designated positions. The article substantiates and reveals the substantive, technological, communicative aspects of the formation of the psychological comfort of the educational process in rural school as vectors of transformation of the characteristics of the educational process of rural school in accordance with the trends and challenges of the time.

The article will be useful for working teachers, as well as researchers dealing with the modernization of the educational process in educational institutions of the village, graduate students, undergraduates and students of the training directions «Pedagogical Education».

### **Белкина В. В., Береснева Л. Н. Содержание и средства формирования психологически комфортной и безопасной среды во внеурочной деятельности и в дополнительном образовании**

This article discusses the issues of content and organizational formats of extracurricular activities of students in the context of providing psychologically comfortable and safe environment. Most of the tools proposed in the article for the formation of psychologically comfortable and safe environment are universal, both for extracurricular activities and for additional education of children. However, the peculiarities of the legal regulation of extracurricular activities and additional education, as well as slightly different targets for these types of activities, determine the variability of their content.

The rural school today is a place of education for children with different educational needs and with various socio-stratification features. These are children with disabilities, students who find themselves in a difficult life situation, teenagers with deviant behavior, gifted children. Each of these children should feel comfortable and safe, so taking into account their individual needs is the most important task. The correct choice of the content and means of forming psychologically comfortable and safe environment largely determines the effectiveness of the processes of organizing extracurricular activities and additional education of students. Participants of the discussion from five regions of the Russian Federation as a result of a brainstorming session proposed a number of leading ideas that in modern conditions can be used as the basis for solving the problems of forming psychologically comfortable and safe environment in extracurricular activities and in conditions of additional education in rural school. Each of the identified ideas can be implemented through a set of pedagogical tools proposed by the participants of the problem group. The article includes the substantiation of the leading ideas that ensure the solution of the tasks assigned to the problem group, the relevance of the problem under study, as well as a brief description of possible means that ensure the formation of psychologically comfortable and safe environment within the framework of extracurricular activities and in additional education.

### **Шеромова Т. С. Проблема обеспечения психологической комфортности в условиях цифровой образовательной среды сельской школы**

Currently, digitalization has penetrated into all spheres of society, including education. At the same time, the use of digital technologies has not only positive, but also negative sides, which affects the quality of interaction of all subjects of the educational process. Some aspects of the digitalization of education reduce the psychological comfort of students, parents and teachers. The purpose of this study is to identify and describe the existing difficulties, risks, barriers, major changes and prospects of rural schools in the context of digital transformation, which affect the psychological comfort of the educational environment. Taking into account various risks and negative factors for students, parents and teachers will create psychologically comfortable quality of the educational environment. It is necessary to take into account the content of the learning process and the organizational and communicative conditions of the educational environment for optimal interaction of students with the intra-school and external environment. Psychological comfort is a factor of identification of students with teachers in the educational environment of rural school, which contributes to the development of subjectivity of teachers and students. The condition for ensuring psychological comfort is the use of a variety of pedagogical tools by the teacher. The leading methods of studying the problem were the analysis of pedagogical and methodological literature, regulatory documents, and questionnaires. The scientific novelty of the article material is determined by the fact that an attempt is made to analyze the problems of ensuring psychological comfort in the conditions of the digital educational environment of rural school. Teachers, taking into account these risks and barriers, can find positive aspects and opportunities of «numbers» in the education of rural schoolchildren and create conditions for fully realised learning, student development, pedagogical support and interaction with parents. The materials of this article can be used by teachers to improve the quality of the digital educational environment of rural school.

### **Лукина А. К. Развивающий потенциал образовательной среды сельских школ Красноярского края**

The article discusses the results of the sociological research of the educational environment of schools in the Krasnoyarsk region and its impact on the development of the student's personality. The theoretical basis of the article is the concept «social development situation» as well as the vector model of the educational environment.

It is shown that the social situation of rural schoolchildren compared to urban characteristics are characterized by lower socio-educational status of parents, lower quality of education, limited contacts, poverty of cultural life. However, subjectively these differences are not perceived by the participants of the educational process, and their assessments of the educational environment are practically indistinguishable from the assessments of urban respondents.

Features of the Krasnoyarsk region from other regions that participated in the study – the diversity of natural and geographical conditions, a fairly high index of socio-economic development, and the predominance of modern

industries. As a result, there are marked differences in the assessment of the role and capabilities of the school, its functions, compared to representatives of other regions.

The greatest differences in the assessment of different parameters of the environment are found in the assessments of different participants in the educational process – children, parents and teachers. It is noted that parents are extremely negative about many innovations in education, especially with regard to the introduction of the Single State Examination and the unification of rural schools, their actual destruction in the villages.

In general, all participants in the educational process highly appreciate the tension of the educational environment of schools; and there were no significant differences in the assessment of this parameter between rural and urban schools. According to the participants of the educational process, the school creates the necessary conditions for the development of different abilities of students, development of life skills.

Based on the analysis of the educational environment by the vector model, it was found that the educational environment of urban schools is shifted towards «career» and rural – «dogmatic» educational environment.

### **Быкова С. С., Пополитова О. В., Шобонов Н. А. Управление развитием психологически комфортной и безопасной образовательной среды**

In the article, the authors consider the issues of managing the development of psychologically comfortable and safe educational environment in rural school. During the discussion of this problem at the All-Russian scientific and practical conference with international participation «Formation of a psychologically comfortable and safe educational environment in rural school», held in Yaroslavl, management issues were raised in the format of a traditional section, as well as a problem group. Discussion of the management aspects of the educational environment development in rural school was carried out in the form of a foresight session, a Google survey. It was concluded that it is necessary to design the educational environment at three levels of management: regional, municipal and at the level of rural schools.

The article notes the importance of creating educational environment to increase the availability and quality of education, to ensure psychologically comfortable and safe life in the village as a whole, since virtually the entire population of rural areas passes through the education system.

The participants in the discussion recognized the importance of combining the efforts of government authorities, teachers, parents and other participants in educational relations in the formation and development of the educational environment of rural school and their interaction, taking into account mutual interests. At each of the management levels unified management approaches can be developed: a concept for the development of the educational environment, a strategy for the implementation of the Program, model local acts, methodological recommendations, personnel and financial support for innovative processes.

The authors of the article note that the conference participants proposed ways to improve the efficiency of management activities for the development of the educational environment.

### **Ефлова З. Б. Предпосылки непрерывного образования сельского учителя в истории российского образования на этапе становления сельской школы и сельского учительства**

The article presents the results of a historical and pedagogical study of the theory and practice of the formation and development of education in rural areas of Russia, in the focus of which there is the continuous education of a rural teacher. The time frame of the analysis is limited to the XIX – early XX centuries, covers the period of the emergence of rural schools as an educational institution and rural teachers as a special category of teaching staff.

The analysis revealed: the essential provisions and characteristics of lifelong education in an interpretation adequate to modern pedagogical science; content, methods and forms of continuing education; suggestions of educators, expressed in the form of recommendations as potential for implementation in the present and in the future.

The study has found out that the Russian pedagogical heritage includes: stages (pre-professional, professional, postgraduate) and types (formal, non-formal, informal) of lifelong education; the origins of ensuring continuity and consistency between them, integrative and practice-oriented approaches to teacher education. The prerequisites for the network organization of educational space, models of pedagogical institutions and organizations, academic mobility of students and teachers, formats of non-formal and informal continuous education of rural teachers and other harbingers of current trends are fixed.

### **Жаворонкова Л. В. Подготовка педагогов сельской школы к работе в условиях инклюзивного образования**

The problem of providing accessible and quality education for children with disabilities studying in rural schools is one of the main tasks of modern education. The need to include all children in the educational process, without exception, makes it relevant to discuss the problem of preparing teachers of rural secondary schools for the implementation of inclusive education.

The author of the article examines the training of teachers on the example of one of the rural secondary schools of the Yaroslavl region. The article is presented from the standpoint of the implementation of the requirements for the labor function «Pedagogical activities for the design and implementation of basic general educational programs

and adapted general educational programs». It is based on the professional standard «Teacher (pedagogical activity in preschool, primary, general, basic general, secondary general education) (educator, teacher)».

The article actualizes the competencies of teaching staff, which need to be formed to ensure inclusive education, it determines the priority areas of training teachers of rural schools to work in the inclusive educational process: normative; motivational – value; cognitive; procedural – technological; professional and competence.

The author describes the components of training teachers of rural schools in the Yaroslavl region to work in inclusive classes: the possibility of mastering special defectological programs of different levels (higher education and master's degree); the possibility of obtaining additional professional education in the form of professional retraining or course improvement of qualifications; internships on the basis of leading inclusive educational organizations; participation in training events at various levels; activities as part of the problem group of the laboratory «Pedagogy of the rural school» of the Scientific Center of the Russian Academy of Education at the YaSPU named after K. D. Ushinsky, participation in implementing innovative projects at the municipal and regional levels.