

Велеслава И. Н., Ефлова З. Б. Инновационная деятельность сельской школы как фактор ее развития

Abstract. Innovative activity considered as the most important factor and as one of the main conditions for the development of all subjects of a general educational organization and its surrounding territory. In a rural (non-urban) school, innovative activity has specific features due to a number of special circumstances, including: the involvement of the educational institution in the rural society and the school's influence on the socio-cultural educational situation of the territory; the special density and closeness of business and interpersonal relations between schoolchildren and teachers, teachers and families/parents, the school and its social environment.

The sources of innovation can be the problems and resources of a rural educational organization. Unlike an urban one, a rural school has a slightly different range of problems and a different set of resources for development. In determining the target guidelines, the nature, content, methods and forms of innovative activity of rural school, according to the authors of the article, one should rely on positive features, on the potentials inherent in the originality of this type of educational institutions.

Are characterised development potentials inherent in one of the Karelian schools — Pryazhinskaya secondary school of the Republic of Karelia. The choice of the topic/problem of systemic innovation activity of the institution is substantiated. The idea, logic and content of the innovative work of the teaching staff of the school are revealed in the sequence of programs: «Formation of a viable student personality in rural society» (2007-2012), «School of personal growth» (2012-2018), «Basic department» (2018 — present). Technologies and forms are present, ways and means of implementing the goals and objectives of innovation in the experience of rural (non-urban) school are shown.

Коршунова О. В. Смыслы психологической комфортности образования и модели ее формирования в современной сельской школе

Abstract. The state of modern society is characterized as psychologically overstrained. In this situation, the need for upbringing in the education system of a psychologically healthy person is actualized, possessing antifragility, socially tempered and ready to cope with negative psychological experiences caused by uncertainty and rapid changes in the surrounding reality. In this regard, the school has a social order for the implementation of the mission of psychological support and support of a growing person, which is additional to the three traditional functions. One of the fundamental conditions for the performance of the new function by the school is the psychological comfort of education while ensuring the continuous development of the personality. The purpose of the article is to identify the specifics of solving this problem for rural school, which has fundamental differences from the educational organization of a metropolis, associated with high variability of the characteristics of the educational process in such schools, their traditional features and, at the same time, the influence of new global processes. The basis of the methodological foundation is the humanistic paradigm of education, among the basic methods we will single out the content analysis of the concepts «psychological comfort of education», «psychologically comfortable educational environment in a rural school», theoretical modeling of the phenomenon of psychologically comfortable educational environment and its formation in rural school. Psychological and pedagogical interpretations of the psychological comfort of education, its objective, subjective and objective-subjective aspects are highlighted. Within the framework of the psychological approach, the essence of the phenomenon under study is revealed through a person's inner sense of himself in a system of conditions, circumstances and opportunities; within the boundaries of pedagogical — psychological comfort of education is represented as a set of parameters, qualities, characteristics of the external environment of the subject. These ideas are associated with the concept of educational environment, which is built through the joint development of its interacting components. The objective aspect just emphasizes the objective-material basis of the phenomenon, the subjective — mental processes, states, personality qualities, the objective-subjective — has a socio-communicative nature and characterizes the processes of relations between the subjects of the educational process of rural school, taking into account its specifics. Two results of the formation of psychologically comfortable environment in which the educational process takes place are identified — direct and indirect; the introduction of the principle of psychological comfort into pedagogy is substantiated. The scientific novelty of the research is determined by highlighting the dual meanings of the integrative essence of the psychological comfort of education, explaining the possibility of personality development for all subjects of the educational environment and proposing fundamental ideas for constructing models for the formation of psychologically comfortable educational environment in rural school.

Ноговицын В. П., Неустроева А. Н., Васильева А. В., Макаров Б. С., Корякин Н. П. Новая стратегия развития сельских школ севера страны (на примере Республики Саха (Якутия))

Abstract. The rapid development of various combinations of technologies leads to the intensification of the educational process all over the world. In the resource-rich and harsh climatic conditions of the northern territories of Russia, the unity of the beginning of the school year, the periods of control tests of schoolchildren, vacation periods and its completion according to the law on education do not correspond to the rhythm of northern nature. The imitation of the Northern society of Western styles of culture in many aspects of the attitude to nature, beliefs, clothing, nutrition, behavior, lifestyle leads the consciousness of the younger generation of people to negative consequences. The genetically embedded traditions of the peoples towards the family, upbringing, nature, work, man, society, homeland, state, which restrain the development of positive human qualities of schoolchildren, have begun to be forgotten. The stratification of society into rich and poor forces us to show massively base human qualities: greed, envy, hatred. The authors experimentally proved that these processes in rural schools affect the health of children and their academic performance. Education aimed at acquiring knowledge in certain subjects in the coming biotechnological society will not justify the hopes for the competitiveness of Northerners in the organization of the industrial industry in the country and a prosperous personal life. The upcoming transformations of a global society without borders require a new strategy for the development of schools in the preparation of universal leaders of the international level in the areas of the social structure of modern society. To achieve this goal, we need to prioritize determining the true level of readiness of schools through the general, special and singular in the existing system of education and training.

Панькин А. Б., Шагаева Н. А. Проектирование непрерывной организационно-педагогической поддержки сельской школы

Abstract. The article reveals the main directions of designing organizational and pedagogical support for rural schools in the context of the reform of professional education in the Russian Federation, based on the materials of «Kalmyk State University named after B.B. Gorodovikov», in the process of implementing the project «Scientific and pedagogical support of the teacher of a rural school in the system of continuous higher education». The goal of the project is to implement organizational, managerial, control and diagnostic conditions for the development of the continuous pedagogical education system to provide the population with affordable high-quality education involving the use of innovative, primarily digital network technologies, and the creation of a career guidance system. Project objectives: 1. Development of organizational and pedagogical infrastructure, information base and mobility of the continuous education system in the Republic of Kalmykia. 2. Preparing students in rural schools for a conscious choice of a profession, for obtaining pedagogical specialties. 3. Increasing the volume of the university's participation in the implementation of large-scale and socially significant federal and regional research and educational projects, significant scientific and applied problems. The project aims at increasing the social status and prestige of teacher labor, updating the content and structure of higher pedagogical education through the use of networked educational models; conducting targeted recruitment, creating conditions for rural youth to receive higher pedagogical education; providing the population of the Republic of Kalmykia with affordable high-quality modern education, involving the use of innovative, primarily digital, network technologies; an increase in the average USE score of students enrolled in undergraduate programs in the direction of «Pedagogical Education» is at least 70. The project provides for measures to create «growth points» in rural schools aimed at creating a system for identifying and supporting future teachers striving for self-actualization, self-realization, scientific pedagogical stimulation of improving educational performance, the activities of teachers in rural schools; the activities of the consortium «Evidence-based pedagogy» as the most important resource for the implementation of the priority national project «Education».

Помелов В. Б. Генезис регионально-средового подхода в российской историко-педагогической науке

Abstract. The purpose of the article is to reveal the content of the regional-environmental approach and to characterize its genesis in the advanced Russian social thought and historical and pedagogical science. The definition of the approach is given and the process of its development over the past two and a half centuries is described in detail. The following scientific methods were used in the course of the study: diachronization (periodization), retrospective analysis, reconstruction of historical events, actualization and historical-typological, as well as axiological methodological approach, which allows to identify the value content of the subject under study. These scientific tools were implemented in the course of characterizing the views of leading Russian thinkers of the XVIII-XIX centuries (V. V. Krestinin, A. I. Herzen, N. A. Dobrolyubov, N. G. Chernyshevsky, N. H. Wessel, K. D. Ushinsky, D. D. Semenov, etc.) and twentieth-century scientists and educators (B. V. Vsesvyatsky, G. N. Volkov, A. I. Kondakov, etc.) on this issue. The article provides material on the activities of various organizations (provincial statistical committees, scientific archival commissions, etc.) and individuals — local historians, teachers and patrons of different eras (N. M. Meyer, P. K. Meyer, A. I. Veshtomov, T. T. Rapinov, V. I. Fedyaev, etc.), who contributed to the implementation of the regional-environmental approach in educational practice with their theoretical and practical deeds. The conclusion is made about the socio-political significance and scientific and pedagogical relevance of a consistent, scientifically formulated study of the regional-environmental approach in the theory and

history of pedagogy. Permanent changes in the regional educational environment and society as a whole make it socially necessary and socially significant for pedagogic theorists to comprehend constantly the complex of problems related to regional educational topics and, in particular, to determine the role and disclosure of the content of the regional environmental approach in the history of education, including the present time.

Огородникова С. В. Использование краеведческого материала на уроках по общественно-научным предметам как условие развития читательской грамотности обучающихся сельских образовательных организаций

Abstract. The relevance of the article is determined by the state policy in the field of education, as well as the need to find and develop approaches and means to implement the task of forming functional literacy among students, in particular, its reader component. International studies confirm the low level of its formation among the modern generation of schoolchildren. Socio-scientific subjects — history, social studies, regional studies — play a significant role in solving this problem. It is about the ways of solving the designated task in the lessons on these subjects that the article is about.

The purpose of the article is to determine the methodological approach and means of forming reader literacy in the lessons on social and scientific subjects in rural school. As a result of the research, a local history approach was identified as a methodology and in its context three competence-oriented educational tasks were proposed, demonstrating the variativeness of the presentation of information in the text (written, graphic), the educational potential of such tasks, their activity orientation. The novelty of the results is determined by the concretization of general theoretical concepts about the formation of reader's literacy as a component of functional literacy in relation to teaching social and scientific subjects. The theoretical significance lies in enriching the methods of teaching history and social studies with knowledge about the pedagogical potential of the local history approach. The practical significance consists in the presentation of samples of educational tasks, a kind of «template models», according to which any teacher will be able to construct author's versions of tasks for the formation of students' reading literacy on another educational content.

The materials of the article will be useful primarily for teachers of subjects of the humanities cycle in rural educational organizations, as well as for those teaching staff who turn to local history in their activities.

Раимкулова А. С., Мийназарова В. М. Формирование профессиональных компетенций будущего педагога по оцениванию личных достижений студентов

Abstract. The article is devoted to the problem of the formation of professional competencies of a future teacher in assessing personal achievements of students. The authors of the article reveal the content aspects of preparing a future teacher to evaluate students' personal achievements in the context of a competence-based approach. The directions in the preparation of the future teacher for the assessment of students' personal achievements are highlighted, such as: cognitive direction, providing future teachers with special knowledge about the variety of forms and methods of assessing students' personal achievements, the specifics of their application in the educational process, value-motivational direction, forming future teachers' positive motives and values in relation to the process of evaluating students' personal achievements, evaluative and effective direction, forming the practical skills of future teachers in assessing students' personal achievements.

The substantiation of the system of assessment of students' personal achievements is proposed, which should be built taking into account such principles as complexity, content, certainty, openness, objectivity, diagnostics, technology. Assessment methods such as observation, interviews, questionnaires, testing, knowledge of active-game diagnostic techniques and technologies, projective diagnostic techniques and technologies are considered. The advantages of using portfolio technology in solving the problem of the formation of professional competencies of a future teacher in assessing students' personal achievements are revealed. The use of the portfolio is considered not only as a means of stimulating the motivation of a future teacher to study and the development of reflexive and evaluative skills of future specialists, but also as an optimal technology for the formation of professional competencies of a future teacher to evaluate students' personal achievements, such as the ability to manage students' educational and cognitive activities, the ability to analyze students' academic and personal achievements, the ability to identify gaps in students' knowledge and skills, the ability to inform about students' personal achievements, the ability to apply the classification of assessment methods to measure students' personal achievements and others.

Харисова И. Г. Подготовка студентов к воспитательной работе со школьниками

Abstract. The implementation of educational functions by a teacher is an important direction of his professional activity. The purpose of the article is to consider the possibilities of preparing students for educational work with rural schoolchildren during their studies at a pedagogical university. Its implementation is associated with the solution of a number of tasks: identifying the features of the functioning of schools in rural areas that affect the organization of educational activities with students; determining the key grounds for working with future rural teachers; designing components of a model that can be integrated into the main professional educational program to ensure targeted preparation of students for the education of students in a rural educational organization. The analysis of literature and experience in the training of teachers for the village allowed us to identify the features of the school, among the most significant, directly affecting the solutions of educational tasks can be attributed: a small, multi-age team, an expanded range of activities of the teacher within the framework of the implementation of

educational functions, limited opportunities for social contacts and personal development of students in rural society. The key positions defining approaches to the activities of university teachers aimed at preparing future rural teachers for educational work are related to the selection of content that reveals its features, the definition of effective formats for its development, the identification of the specifics of solving educational tasks within the framework of educational and extracurricular activities of rural schoolchildren. The model of preparing students for educational work provides for the implementation of four components: target (goals and objectives of working with future specialists, determined on the basis of universal pedagogical competencies relevant to educational activities), content (informational, functional and technical aspects of training), technological (formats for the implementation of the main content components), effective (indicators of graduates' readiness for educational work, forms of control and evaluation of their manifestations).