

## **Tsirulnikov A. M. Socio-cultural approach to the development of education in rural areas**

*Abstract.* The main objective of the article is to reveal alternatives and opportunities for changing the situation within the framework of the development of education in rural areas. The article reveals a modern approach to solving the problem of the development of education in rural areas and the use of education as a tool for the development of the territories themselves. Different types of education and related phenomena and artifacts are highlighted. A comparative analysis of the use of technocratic and socio-cultural approaches is carried out. The article reveals the main characteristics and technologies of the socio-cultural approach to education. Technologies that allow not only to diagnose typical situations in which educational institutions in rural areas are located, but also to develop and implement the most appropriate variable strategies of educational activities and models of their development. The methodological foundations, content, tools and mechanisms of the socio-cultural approach to the development of education in rural areas are considered in more detail. The basic humanitarian technologies that make up the tools of the socio-cultural approach to education in rural areas and settlements are revealed. The mechanisms of using education as a tool for solving the life problems of local communities are considered on the example of various types of socio-cultural educational projects. The socio-cultural approach has led to the interpenetration and development of different types and types of education, strengthening its influence on the socio-economic and cultural development of communities.

The article describes in detail the experience and results of the implementation of the program of socio-cultural modernization of education in the Republic of Sakha (Yakutia). An assessment of the risks of implementing socio-cultural modernization of the education system, prospects and opportunities for its promotion in Russia is given.

## **Semizdralova O. A., Mazurova N. V. Features of the educational needs of modern children**

*Abstract.* The current state of science, production, culture puts forward new requirements for the individual, the level of professional training, which in turn causes the emergence of new educational needs for adults and children. The article deals with the problem of educational needs of modern schoolchildren. The characteristics of psychological, pedagogical and social aspects of educational needs, their classification are given. Statistics reflecting the state of health of schoolchildren, which in modern conditions is both a consequence and a condition for the organization of the learning process, are presented. The data presented in the article indicate a general decrease in the level of health of students, a change in the nature of diseases, the influence of the peculiarities of the education organization on the health state. The research results reflecting the educational needs of schoolchildren and students living in urban and rural areas, developing normally and with disabilities are presented. Some features of the motivation of teaching modern schoolchildren and students are described, differences in the motivation of different categories of students are highlighted. The nature of the problems on organizing education in urban and rural areas is different.

The necessity of timely comprehensive medical, psychological and pedagogical assistance to students in accordance with their educational needs is indicated. Ignoring the educational needs of certain categories of schoolchildren and students eventually leads to the dysfunctionality of the entire educational system. The article concludes that the study of the educational needs of children and adolescents determines the direction of harmonization of the modern education system. Understanding the specifics of the educational needs of various categories of students will allow the education system, at its various stages, to form educational proposals in order to maximize the satisfaction of these needs.

## **Anchikov K. M., Goshin M. E., Kosaretsky S. G. Extracurricular activities for rural children: accessibility, content, forms**

*Abstract.* Additional education of children is currently one of the priority areas for the development of educational organizations. The availability of additional education for children and youth is one of the important factors in ensuring the social integrity and stability of the development of each region and the country as a whole. Accessibility of additional education is characterized, first of all, by the scale of participation of children and youth in additional education programs. This article examines the features of rural children's participation in additional education: coverage in general, at school and outside of school by various forms of educational programs. The article provides an analysis of various parameters of the involvement of children living in rural areas in additional education. According to the data of the study, the involvement of children in rural areas in classes on additional general education programs implemented in a network form is less than in urban areas. The geography of the study is quite extensive: more than forty-five thousand students from fifty-one subjects of the Russian Federation took part in the survey.

The article also analyzes the results of a survey of schoolchildren's parents on the subject of satisfaction with the educational services received when mastering additional general development programs of all directions in educational organizations. The article describes the assessment of the participation of rural schoolchildren in additional education in the context of various directions, forms of participation, age and gender of children. Changes in the possibilities of obtaining additional education for children in rural areas within the framework of federal

projects are discussed. The features of infrastructural and personnel support of additional educational programs implemented in rural areas are considered.

### **Amrina B. B., Kondratova S. Y., Plakhotniuk N. I., Purgina N. G., Roshchina G. O. Education of children's parents after cochlear implantation in rural conditions: Russian-Kazakh experience**

*Abstract.* Simulation training of children's parents after cochlear implantation in rural remote areas is a popular educational service, both in Russia and in the Republic of Kazakhstan. The importance of the problem under consideration is determined by the request of society and the state in innovative practices of psychological and pedagogical assistance to families with children with disabilities in conditions of shortage of defectological profile specialists in rural areas. In Russia, as in the Republic of Kazakhstan, some experience has been accumulated in teaching parents of children with disabilities, but the problem of using high-tech equipment in the rehabilitation of children within the framework of specially created «parent schools» has not been sufficiently studied.

The article presents the results of a study conducted in educational institutions of Russia and Kazakhstan on the problem of improving the effectiveness of rehabilitation and habilitation of children with hearing impairments after cochlear implantation. The aim of the study was the process of teaching parents of children after cochlear implantation using the simulation method to increase the effectiveness of hearing development. The paper describes the experimental application of the author's polysensory training course «Sounds of the World», which allows the launch of spontaneous development of auditory perception with the help of family members of a child based on simulation training, analyzes the results of testing the methodology of teaching parents, concludes that the family is the main educational training ground for children with a cochlear implant, capable of spontaneous daily routine to replenish the educational potential of the child, recommendations are given on the use of the author's course in educational practice with the participation of the family.

### **Zhavoronkova L. V., Pautova L. B. Interaction of teachers with children's families in rural inclusive school**

*Abstract.* Today, children with various types of health restrictions are increasingly appearing in rural schools, who until recently studied in special boarding schools. The parents of these children choose to study in inclusive education at school in their place of residence. The Federal State educational standard of primary general education for students with disabilities assigns a large role to parents and family in its implementation, which makes the discussion of this problem relevant. Since the federal state educational standard of primary general education for students with disabilities is a tripartite social contract, there is a need to coordinate the positions of parents and educational organizations on its implementation. The main purpose of the agreements is to create favorable conditions for the complete social formation, upbringing and education of children with disabilities for the self-realization of their personality among normotypically developing peers.

The authors of the article reveal the substantive aspects of the interaction of an educational organization and parents of children with disabilities on the example of the implementation of a family cooperation program in one of the rural schools of the Yaroslavl region, aimed at actively involving parents of students with disabilities in the design and implementation of an inclusive educational process.

The article actualizes such forms of interaction between an educational organization and parents as: parent club, training, sports and social projects, child-parent project, consultation.

As an effective form of interaction, a child-parent sports project is considered, which allows solving the tasks of different categories of interaction participants — teachers, parents and students.

### **Dunganova D. E. Readiness of teachers in rural schools to implement inclusive education: the experience of Kyrgyzstan**

*Abstract.* The introduction of inclusive education in the post-Soviet countries takes place unevenly within the framework of the historical approach to the development of special education for children with disabilities. A long way has been done in the Kyrgyz Republic over the past 20 years, but the formation of an inclusive education system is at the very beginning. This is due to many objective reasons; however, one of the most important is the training of qualified personnel, psychological, pedagogical, methodological and moral readiness of educational specialists to work with children with developmental disabilities. This article is devoted to the study of the readiness of teachers of rural secondary schools for inclusive education.

The main focus of the study was on identifying the level of personal and motivational readiness, which includes the level of effective empathy, social and pedagogical tolerance, the level of readiness to interact and accept the educational characteristics of children with disabilities and developmental disabilities, especially with mental disabilities. And it was especially important to identify how ready teachers working in rural remote schools are. In the course of the study, such methods as questionnaires and surveys of primary school teachers were used, as well as the focus group method was used. The results of the study showed a difference in the preparation of teachers for the implementation of inclusive education in cities and villages of the Kyrgyz Republic.

Recommendations are given on the need to improve (strengthen) the content of professional development programs for teachers living at a distance from special education centers with practice-oriented modules for

preparing for inclusive education and interacting with children with developmental disabilities, including disabilities and/or mental disorders.

### **Manuilova V. V. Formation of professional inclusive competencies among employees of educational organizations in rural areas**

*Abstract.* This article is devoted to disclose one of the key tasks of modern Russian education — the creation of conditions for accessibility of education for persons with disabilities (hereinafter HIA) and permanent disablement. The subject of experimental study was the system of secondary vocational education, in the context of ensuring the availability of training programs for mid-level specialists, skilled workers and employees for applicants with disabilities and HIA. The basis for ensuring accessibility, according to the author, is undoubtedly the readiness of administrative and managerial personnel and teaching staff as a whole to implement inclusive secondary vocational education.

The author considers in detail the issues of determining and developing special (personnel, program-methodical, material-technical, organizational) conditions in educational organizations of secondary vocational education. The results of a monitoring study of the state of employees' readiness in technical schools and colleges for inclusive education are presented. The methods used in the monitoring process were: questionnaires, questionnaires for heads of educational organizations, support specialists, teachers, production masters and parents of students with disabilities. According to the results of the study, personnel shortages were identified and the directions of development of the personnel in colleges and technical schools on the organization and implementation of inclusive education were described. One of the issues under consideration is the organization and implementation of training of defectological personnel for special and inclusive education in conditions of professional educational organizations (colleges, universities). And also the issue of the use of human resources within the framework of networking of educational organizations, including those implementing training programs for mid-level specialists, skilled workers and employees.

### **Kiryakova K. M., Kleiman I. S., Serebrennikova M. K., Patrakeeva M. I. Analysis of pedagogical activity as a basis for professional growth of teachers of urban and rural schools**

*Abstract.* One of the modern challenges for the Russian education system is the implementation of continuous professional development of teachers. The development of pedagogical excellence depends on a teacher's ability to self-analyze and self-evaluate his/her activity. The authors consider reflexion as a tool that helps teachers reflect upon their pedagogical reality and determine the future directions of professional development. Practice shows that not all teachers are able and willing to study the state and results of their work and, therefore, need help and support in matters of self-diagnosis and professional development.

For this reason a course for teachers in urban and rural schools in Perm region is being offered at the Center for Continuing Professional Development of Educators, under the additional education program «Designing a Teacher's Individual Educational Path in the Informational and Educational Space of the Region». The basis of this course is self-analysis of pedagogical activity and identification of priority areas for professional development of teachers. The article describes the methodology of evaluating professional competencies «Teacher Self-Assessment» developed by the teachers of the Department of Professional Mastery of this center. The authors of the article explain the procedure for conducting the methodology, which consists of several stages — self-analysis of aspects of professional activity, choosing a resource for change and choosing a priority direction for changes in their professional growth. An analysis of the results of the degree of satisfaction with the organization of the educational process and general aspects of pedagogical activity of teachers from urban and rural schools of Solikamsk urban district, carried out by this methodology, is presented. In addition, the priority areas of their professional growth are described.