

Tagarieva I. R. Digital technologies in the professional activity of a rural teacher

Abstract. The study, development of digital technologies in the professional activities of a rural school teacher is still an unresolved problem, and with it the formation of IT competencies of rural school teachers, the formation of digital educational environment, the exchange of pedagogical findings and experience in the use of modern equipment in the classroom and in educational activities. The article reveals one of the sections of the research project of the State Order of the Ministry of Education of the Russian Federation № 073-03-2022-009 / 3 dated April 11, 2022 on the topic “Research and development of guidelines for the use of modern digital and Internet technologies on the example of rural and small schools in terms of ensuring a high-quality educational process”. Within the framework of the project, work has been organized to search for new formats of work in a rural school, new formats of educational activities that will contribute to the development of new practices, technologies, as well as scientific and practical interaction between the university and practicing teachers.

The study presents an analysis of the rural teachers’ social problems associated with the use of digital technologies in their professional activities, reveals the problems of technical support for e-education. The data was obtained in the process of conducting a sociological survey in 2021 in 8 municipalities of the Republic of Bashkortostan. As a result of the study, it was found out that the modern rural school is fully included in the processes of digital transformation of education. A comprehensive analysis showed that the insufficient use of the potential and resource of teaching using digital and Internet technologies is due to the lack of methodological support and the lack of motivation of rural teachers in this area.

Milostyak O. V. Study of the state of students education organization in rural and urban educational organizations on the example of the Kamchatka Territory

Abstract. Education of the younger generation is one of the priorities of society and the state in modern conditions. The approaches to the organization of educational activities in educational organizations are updated, the requirements for the results of education in educational organizations of education different levels are updated, attention is focused on the educational potential of educational and extracurricular activities.

At the same time, there are factors constraining the education development in the education system, which have a direct impact on the results of the education of schoolchildren. This statement is true for both urban and rural schools. Various socio-cultural and geographical factors, the lack of a systematic approach to education, demotivation of teachers to educational detail, the lack of necessary professional competencies of teachers, the choice of forms, methods and means of education without taking into account the characteristics of modern schoolchildren have an impact on the results of educational activities of an educational organization. Of course, teachers need support in solving these problems.

In order to organize scientific and methodological support for teachers, it is necessary to determine the state of the organization of the system of education and socialization of students in general education organizations and analyze the effectiveness of actions to manage processes in the system. To this end, in 2021, the Kamchatka Territory conducted monitoring of the system of education and socialization of students in general education organizations, involving self-analysis of the state of the educational system of the school and external expert evaluation of the results obtained.

The article describes the procedure for monitoring and comparative analysis of the data obtained in urban and rural schools. The identified difficulties allowed us to formulate recommendations on improving the system of education and socialization of students to the local self-government body that manages education and heads of general education organizations with low results. Due to the conducted research, it was possible to obtain visual information on each educational organization in the region: strengths and weaknesses, resources, educational potential and growth zones.

Korshunova O. V. Rural school education through the prism of psychological comfort

Abstract. In the conditions of the VUCA world, the search for those «islands» where the subject feels comfortable, satisfied with his condition, and feels confident in his abilities becomes more and more relevant. One of these places can be a rural school, which is characterized by a number of specific features and features that can provide psychological comfort of education in it. How far is the state of education in an educational organization located in the village from the desired one? What is the «portrait» of education in a rural school through the prism of psychological comfort? In what way can this complex characteristic be diagnosed? Collaborative study of scientists and practitioners, who were united by the Research Laboratory «Pedagogy of Rural Schools», answered these problematic questions.

The purpose of the article is to review the main theoretical and empirical results obtained in the framework of the study «Psychological comfort of education in rural schools», carried out in 2019-2020 by a team of teachers who are not indifferent to the fate of rural schools. As the tasks of the article are considered: 1) presentation of the main numerical characteristics of the study of the psychological comfort of education in rural schools; 2) justification on the inclusion of the principle of psychological comfort in the pedagogy of rural schools; 3) designation of diagnostic methods by which information about the phenomenon under study is obtained; 4) fixing some of the main results of the study and trends in the development of the educational environment in rural schools. A set of theoretical and

empirical methods is used, when organizing the research, but we especially focus on interpretative methods. The main result can be presented as establishment of a high value of the integral coefficient of psychological comfort of education in rural schools, but with the revealed tendency to reduce the positive attitude of students to the parameters of the educational environment of the school and to teachers as its subjects.

Vtorushina A. V. Monitoring of additional education for children in rural municipalities of the Yaroslavl region

Abstract. The article presents the specifics of additional education for children in rural municipalities of the Yaroslavl region. The essence of the specifics lies in the systematic scientific and practical approach to the additional education for children living in the Yaroslavl region. The article presents statistical data for 2021 on quantitative and qualitative characteristics of additional education for children in rural municipalities. The obtained statistical data are considered from the point of view of accessibility of additional education for children and analyzed in order to increase this accessibility in rural municipalities. The features of the coverage of children with additional education are described. The main characteristics of personalized financing of additional education in rural municipalities are presented: the amount of financial support for certificates and the percentage of coverage of children with personalized financing. The qualitative and quantitative characteristics of additional general education programs implemented in rural municipalities are given: the number of programs by orientation, the number of programs by age; the number of significant and certified programs; the availability of programs for children with disabilities and other characteristics. The features of the professional activity of additional education teachers who implement additional general education programs in rural areas are systematized. Based on these features, the ways of solving the problems arising in the additional education for children in rural municipalities are given. The functional activity of the Regional Model Center to increase the availability of additional education in rural municipalities is analyzed. The article draws conclusions about how the monitoring results can be used to improve the additional education for children in rural municipalities of the Yaroslavl region.

Baiborodova L. V., Lushnikova T. V., Shoshina O. I. Interaction of rural school with institutions of additional education

Abstract. The article presents the results of a study on the features of organization of additional education and its accessibility in rural areas, the possibilities of using the resources of specialized institutions of additional education are considered. The work was carried out as part of the implementation 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 dated 10.04.2019 No. 135/2/01-04). «Mobile teacher» — this model is a set of interacting subjects and processes of various types and levels that implement additional education programs, the main feature of which is the arrival of a teacher (teachers) of an additional education institution with their inventory and equipment to a general education institution. Children are given the opportunity to study at their school according to additional education programs with teachers of specialized additional education institutions through the organization of a mobile environment (mobile teaching staff). Organizations of additional education provide assistance in solving the problem of providing rural schools with professional personnel, specialists of additional education, based on the request of participants in the educational process (classes on additional education programs are carried out by specialists of institutions of additional education involved in cooperation on a contractual basis). On the basis of this model, the interaction of the Kladovitsky basic school of the Rostov district of the Yaroslavl region with the Children's and Youth Sports School has been built for several years, which has allowed increasing the number of children involved in clubs and sections implementing additional education programs over the past 4 academic years from 43 % to 93 %.

Eflova Z. B. The experience of forming the environment of a modern rural school in foreign countries

Abstract. The results of the comparative analysis presented in the article confirm that the socio-cultural educational situations in rural areas of different countries are currently very different, while the development of a rural school in modern conditions is a problem for both industrialized and developing countries.

Sharing the ideas on the social situation of development and the influence of the environment on the upbringing and education of the individual, being a supporter of the sociocultural approach to the development of education, the author focuses on such a feature of the rural school as its involvement in the life of the rural society and the determining influence of the school, rural teachers on the sociocultural educational situation on village.

Several approaches to the assessment and formation of the school environment are reflected. Trends in the development of educational institutions in rural areas have been identified: assimilation of a rural school to a city school (unification) or support and reliance on the specifics of a rural school (uniqueness).

The second trend is based on the recognition of the peculiarities of upbringing, education, development, socialization of a rural child in their conditionality by the specifics of a rural school, which in turn is predetermined by the uniqueness of its environment (socio-economic and socio-cultural situation). Practices are shown that allow a rural school, while remaining rural, to be modern in terms of creating conditions, applying new educational technologies, digitalization of education, positions in the local community — the «School of Sustainable Development» and Resilient School».

The decisive role of the rural teacher in creating the school environment and the need to prepare him for this type of activity are emphasized. An example of such training is given from the experience of one of the countries.

Kalinin K. A. Electronic dictionary possibilities when studying the etymology of the Russian language in rural school

Abstract. This article is devoted to the problem of studying etymology in the school course of the Russian language. The author believes that the competent inclusion of information about the origin of words will fill a number of methodological gaps, strengthen the scientific nature of the material offered to schoolchildren, as well as eliminate some spelling, morphemic and word-formation difficulties. This approach to the learning process in the Russian language lesson determines the relevance of the study. «Russkii Drevoslov», an electronic historical and word-formation dictionary of the Russian language, published on the Internet and created on the initiative and under the guidance of Professor of the Moscow Pedagogical State University A. M. Kamchatnov, is a valuable source for the organization of such work.

The purpose of the article is to determine the form of using the proposed electronic dictionary in the lessons of the native Russian language. The article also identifies promising ways of work in the field of teaching methods of a new subject. To achieve this goal, such methods as observation, analysis and interpretation of the information received were used. The author draws attention to the possibility of using this dictionary in the practice of a rural school teacher, where there is acute shortage of methodological materials for in-depth study of the subject. The use of the dictionary as a methodological resource allows us to find out solutions to some of the difficulties of the educational process in rural school conditions. These include the inclusion in the process of education digitalization, the work of a rural school teacher in conditions of small and age-diverse study groups, as well as the implementation of the educational process individualization. The author believes that the proposed forms of work and the described possibilities of using an electronic methodological resource will improve the quality of teaching Russian at school, including in rural areas.

Kuderinova A. M., Roshchina G. O., Shaimardanova J. M. Formation of teachers' competencies to support children with disabilities in inclusive education

Abstract. The formation of teachers' competences to support children with disabilities in an inclusive environment is based on understanding the role of each teacher involved in the educational process. This article is devoted to disclosing one of the key tasks in modern Kazakhstan education — to create conditions for accessibility of education for people with disabilities and HIA, the most important of which is to train tutors and assistants for children with special educational needs. The author analyses similarities and peculiarities of competences of a tutor and an assistant for a child with disabilities. The questions of definition and development of special (personnel, programme and methodological, material and technical, organizational) conditions in educational organizations of pre-school and secondary education in urban and rural educational organizations are reviewed in detail. The results of the study of readiness of school and pre-school support specialists to work in the system of inclusive education are presented.

The methods used in the monitoring process were: analysis of theoretical and methodological base of research in this field of scientific knowledge, questioning, interviews with support specialists and teachers. As a result of the study, conclusions were drawn and key problems were identified in the training of support specialists in educational institutions who have professional competences in the field of special and inclusive education. Staffing shortages and knowledge needs in the organisation and implementation of inclusive education and support have also been identified. One of the issues addressed is the professional development of teachers and specialists in inclusive education in the context of educational organizations (schools and kindergartens) in rural areas. The question of the use of human resources within the framework of networking of educational organizations, including the implementation of a national programme to improve the qualifications of support specialists, is also raised.

Tikhomirova O. V. Professional learning communities of teachers as an environment for improving the quality of teaching in rural schools

Annotation. The article raises the problem of the quality of education in rural schools, which often operate in adverse social conditions. The relevance of the article is determined by the need to improve the quality of teaching, as one of the main conditions for improving educational performance. As a solution to the problem of quality teaching, the author proposes the organization of professional learning communities of teachers in rural schools. The essence of professional learning communities of teachers is revealed, empirical domestic and foreign experience is analyzed. The author, in the understanding of professional learning communities, enriches the ideas of learning organizations

(P. Senge, M. Fullan, etc.) with the ideas of educational coexistence and community (V. I. Slobodchikov) and territorial educational communities (M. Pevzner, P. Petryakov, O. Graumann).

The article proposes to look at the professional learning community as a co-existential community of teachers. According to the author, this is the closest understanding of the essence of professional learning communities of teachers to the specifics of a rural school. The research materials show the application of the technology algorithm for creating and supporting the activities of professional learning communities of teachers in a rural school. The main stages in the creation and operation of professional learning communities of teachers are the choice of the pedagogical strategy of the school, the establishment of network partnerships with other schools, the formation of a different collegiality of teachers, the formation of a community of professional learning communities. Accompanying teachers in professional learning communities is a necessary condition for the activities of such communities in rural schools. As a result of the study, in the conditions of rural schools, the technology for creating and supporting professional learning communities was enriched, technologies for evaluating the effectiveness of the activities of professional learning communities were selected.