

## **Kotkova G. E., Kazachkina M. I. Success of every child is the mission of modern rural school**

*Abstract.* The article reveals the concept of healthy technologies, shows the use of some current methods in the educational practice of the school. It was concluded that the competent use of educational technologies allows students to adapt actively in the educational and social space, to reveal their creative abilities. In the context of the humanization of the education process, a person with all his aspirations, the desire to self-realize and be a demanded citizen in his country, is brought to the fore. This fact is especially important to take into account when organizing a system for educating a child's personality, attention to which, due to the current socio-psychological situation in the country, has been significantly reduced in the previous 30 years.

In accordance with the strategic directions of state policy in the field of upbringing of the younger generation, we regard the new function of social education of students as the formation of the space of «moral necessity»: pedagogy of cooperation between children and adults in a certain society, which can be considered as a versatile educational assistance of society to children in gaining their spiritual resilience in constantly transforming socio-economic conditions.

In the article, we would like to focus also on such an important, as it seems, aspect of the work of modern school as the problem of preserving the health of children, including the mental. As a rule, students experience significant greater loads in school and extracurricular time than their peers, which predetermines a shortage of motor activity, overwork, a decrease in the duration of sleep and outdoor stay. These factors cause disorders in functioning of the musculoskeletal system, organs of vision, the central nervous system, immune defense, a decrease in adaptation capabilities, increased incidence of a disease with a subsequent chronization of pathological processes. Therefore, healthy technologies are extremely important in the work of educational organizations.

## **Kovalchuk T. A. Creating modern educational environment in rural schools in the Republic of Belarus: features, development trends**

*Abstract.* In modern socio-cultural conditions, the value of education is increasing more than ever due to the rapid development of all aspects of human life, the need for rapid adaptation to a changing social environment, the increasing complexity of social tasks being solved, the presence of numerous challenges and threats that are generated by the instability of socio-economic, socio-political life of society, the devaluation of traditional universal and national values among children and students.

The article, based on the analysis of literary sources, reveals the relationship between the concepts of «educational environment», «formative environment» and «educational space», examines the structure of the educational environment, the features of the educational environment of rural schools, its positive properties are noted, as well as features that reduce its educational potential. Special attention is paid to the characteristics of the trends in the development of the modern educational environment of rural schools in the Republic of Belarus: the expansion and enrichment of the educational environment through more active development of the natural and social environment, deepening and updating social contacts, the inclusion of new social institutions in the sphere of social interaction; strengthening the educational potential of the educational environment (planning educational work based on key ideas, implementing an event approach), the function of socialization in the context of the modern socio-cultural situation, as well as informatization, the formation of a unified information and educational space that provides equal opportunities for access to all types of schools.

The resources of the educational environment are shown in strengthening the civil-patriotic education of children and youth as an actual direction of education in the face of increasing challenges and threats, the actualization of the problem of destructive informational impact on the younger generation, the devaluation of traditional universal and national values. The educational environment of rural school is determined to a greater extent than the urban one by the socio-cultural environment surrounding it. The most important functions of the educational process in rural school are performed by the social environment, the nature of the human and subject-spatial environment of the school.

## **Ivanova I. V. Readiness of rural schoolchildren for self-development**

*Abstract.* The article is devoted to the description of the procedure and results of a study of rural schoolchildren's readiness for self-development, carried out in the context of the methodology of the reflexive-value approach that develops the methodology of existential pedagogy. The purpose of the study is to empirically study the readiness of rural adolescents for self-development and offer pedagogical recommendations for organizing support for students in rural schools based on the reflection of the results obtained. The study reveals the essence of the phenomenon of adolescents' readiness for self-development as a setting for the creation and implementation of a self-development project by a teenager associated with the achievement of results that are of personal significance to him, determined by dominant interests and values adopted by him; the structure of the phenomenon under consideration is substantiated based on the concept of the development of individuality by O. S. Grebenyuk and T. B. Grebenyuk, the ideas on the formation of subjectivity (according to B. G. Ananiev) and scientific knowledge about the psychological mechanisms of creating a self-development project by a teenager (according to V. D. Shadrikov, V. A. Petrovsky, M. G. Yaroshevsky, I. V. Bestuzhev-Lada).

Within the framework of the study, a package of diagnostic tools for studying the readiness of adolescents for self-development was formed, which, along with the questionnaire «Coping strategies» by Lazarus, included the author's diagnostic methods — the questionnaire «Diagnosis of adolescents' readiness for self-development» (author: I. V. Ivanova), passed the procedure of psychometric verification, and the approved questionnaire «My ideal» (authors: M. I. Rozhkov, I. V. Ivanova). Based on the analysis of the results of a structural study of adolescents' readiness for self-development, a study of behavioral strategies of adolescents in a situation of overcoming difficulties in various areas of mental activity, as well as an analysis of the image of the «Self»-ideal modern adolescents obtained empirically, pedagogical recommendations were formed for organizing pedagogical support for the formation of adolescent's readiness to self-development in the educational space in the countryside, which can be useful in creating a value-oriented educational environment as the basis for the formation of a self-developing personality.

### **Pavlov A. V. Features of educational needs of the family in additional education of rural children**

*Abstract.* The article examines the issues of additional education of children in rural areas, provides an analysis of the content of existing practices and the educational request of families for the appropriate type of programs, comparative generalization of participation and request in the context of «city/village». The problems and barriers inherent in rural areas are highlighted, where significant limitations of the educational infrastructure and the choice of variable additional general education programs remain today. In these conditions, the educational needs of the family, parental strategies, the ability to plan and choose, to be not only a beneficiary, but also a customer of the content of additional education become especially important for the development of practices. The subject of the analysis was the thematic content of the existing practices of additional education in rural areas, as well as the desired ones, which are not yet available to parents due to the peculiarities of territorial accessibility and the range of programs offered by educational organizations.

The study of these issues is based on two sociological studies of parents of schoolchildren conducted in 2020-2021 — the All-Russian Monitoring of the Economy of Education and the regional specialized one in relation to the municipal territories of the Republic of Bashkortostan. The article attempts to explain and interpret the features of the parental request in the field of additional education of children. Significant limitations in the choice are the peculiarities of the cultural capital of parents and the prevailing ideas about the structure of the content of additional education of schoolchildren and its functions. The article also draws attention to the risks of complicating the problem of educational inequality in the conditions of creating new educational opportunities in rural areas within the framework of state educational initiatives. The role of information accessibility, education and work with parents is discussed.

### **Selivanova O. G., Badalshayeva D. E. Methodological interaction of supporting and rural schools in the educational cluster**

*Abstract.* First of all, the purpose of the article is to reveal the methodological foundations of the innovative educational project «Model for building a single methodological space in the educational cluster». The article gives the description of the results of applying such research methods as modeling, questioning, analysis of theoretical sources on the research problem. At this stage of the study, the subjects of single methodological space, the stages of its construction (the creation of a single problem field in the educational cluster, «live» and virtual interaction, the creation of educational products in the «full package» format) and areas of activity have been developed, innovation program has been formed.

The description of the innovative experience of the flagship school in the city of Kotelnich, the Kirov Region, an innovative site of the Scientific Center of the Russian Academy of Education at Yaroslavl State Pedagogical University named after K. D. Ushinsky — on methodological interaction with rural schools of the educational cluster is given. The article reveals the content of corporate training of school teachers as an information basis for methodological interaction. The experience of creating teams of teachers of the educational cluster (a master teacher, an innovator teacher, a methodologist teacher) for solving various professional problems is substantiated and revealed. The article contains a description of such collaborations of teachers of the supporting school and rural educational organizations as a mobile methodological team for rural school, an educational event with open lessons for teachers of the pivotal and rural schools with their humanitarian expertise. The article concludes that the creation of single methodological space of the educational cluster allows consolidating personnel, methodological, organizational resources to solve the problems of the education system: the professional and personal development of teachers and improving the quality of education for pupils.

### **Volchegorskaya E. Y. Development of the emotional sphere of younger schoolchildren in the conditions of additional education**

*Abstract.* The article discusses the possibilities of additional education in terms of the development of the emotional sphere of primary school children. Anxiety is analyzed as a fundamental emotion. The components of the anxiety state, its emotional, cognitive and behavioral manifestations in the child are revealed. The specifics of anxiety disorders in primary school students, positive and negative effects of anxiety during primary school education are considered. The study involved 44 3rd grade students aged 8-9 years. Two standardized methods were used for the

diagnosis: the method of diagnosing the level of school anxiety of Phillips and the scale of explicit (personal) anxiety of J. Taylor CMAS (adaptation of A. M. Prikhozhan), as well as a form with questions about what types of additional education children are engaged in. The results showed that the most optimal level of school anxiety was demonstrated by students, engaged in music, sports and dancing. The comparison of the results of testing school anxiety and the questionnaire of children allowed us to deduce the fact that all children (100 %) who do not do anything else have an increased level of school anxiety. The most optimal level of overt (personal) anxiety was demonstrated by students engaged in music (78 % of children with a normal level of school anxiety) and sports (48 % of children with a normal level of school anxiety). Thus, our study allowed us to answer in the affirmative the question on the existence of a relationship between the level of anxiety of children and their preferred types of extracurricular activities. At the same time, it can be concluded, that the most beneficial effect on the level of anxiety is made by such a type of extracurricular activity as music.

### **Gushchina T. N. Education of rural children's social mobility**

*Abstract.* The article updated the need for purposeful education of children's social mobility with the use of rural society resources; study of potentials and limitations of this work; improvement of forms and methods of its organization; the need to prepare specialists for high-quality pedagogical activities to educate social mobility of children in rural society. The leading idea of the study presented in this article on the upbringing of rural children's social mobility is based on the fact that the development of this quality is determined by the interrelated processes of pedagogical interaction in the format of fostering social mobility and its development by the young person himself on the basis of updating the reflective factor, which stimulates the processes of self-development of social mobility, as well as on the basis of updating the environmental factor that determines the upbringing of the student's social mobility by possibilities of the educational environment.

The author of the article proposes to consider the reflexive-environmental approach as basic in the education of social mobility of rural children. This approach makes it possible to intensify their reflexive position and consider the impact of the rural society environment on the development of social mobility of young people. The education of social mobility of rural children is considered as a reflective process related to the awareness by all subjects of the importance of social mobility and its manifestations, and as the environmental process focused on the dialogue of educational subjects in the environment of rural society. The results of the theoretical analysis of the interpretation of social mobility based on the reflexive-environmental approach are presented. The possibilities and restrictions of educating the social mobility of a rural child have been identified. The materials of the aerobic study on the education of rural children's social mobility are presented.

### **Lodkina T. V., Gorbacheva B. M. Practices of educational and preventive work with juvenile delinquents in rural areas**

*Abstract.* The subject of this article is the analysis of publications in the collection, which testifies to the positive practices of educational and preventive work on juvenile delinquency at the municipal level. Prevention involves the prevention and elimination of causes, negative factors, conditions that cause deviations in the development and behavior of minors, the formation of attitudes to compliance with the law. The methodology of this study was made up of systematic, activity-based, humanistic, and axiological approaches, as a result of the synthesis of which a holistic view of educational and preventive work on juvenile delinquency is formed. As a theoretical basis, we relied on the idea of pedagogical support, the idea of nonviolence, the idea of individualization. Research methods are theoretical analysis of scientific literature, observation, conversation, questioning, testing, analysis of creative works of students. The main achievement of the implementation of the practice should be considered the positive dynamics of the decline in the number of minors registered in juvenile affairs units.

The collection provides a comprehensive understanding of the prevention of juvenile delinquency in the interdepartmental format. The experience of this interaction at the municipal level is summarized, which made it possible to correct the negative situation in the field of juvenile delinquency in the Vologda Municipal District through the creation of a single educational space in the field of crime prevention and the interaction of various educational organizations of the district with the active participation of children's associations, student self-government of high school students.

### **Dolganova N. F., Sartakova E. E. Master's degree program as a mechanism for organizing teachers' professional development in the region**

*Abstract.* The relevance of the development of modern mechanisms for organizing the professional formation of teachers in rural schools, including specialized master's degree programs, is proved by a number of trends in the development of modern education, including the formation of modern models of rural educational organizations in the process of socio-cultural modernization of education, complicating the content of professional pedagogical activities of rural education in the process of networking and digitalization, lack of scientific knowledge about the mechanisms for preparing the future teacher to work in rural school in the conditions of a pedagogical university, etc.

The methodological foundations of the study are related to the use of competent, sociocultural (regional), system-activity approaches in accordance with the ideas of the humanistic paradigm of modern education. The purpose of the study is to substantiate the content of the master's degree program in the field of training «Pedagogical education» (profile «Pedagogy of rural school») as a mechanism for organizing the professional development of teachers in the region.

In the course of the study, the experience of organizing teacher training for rural schools, which developed in the Soviet and post-Soviet periods, as well as the content of innovative practices in the field of professional development of rural teachers, was systematized. The results of the scientific analysis formed the basis as the content of the master's degree program in the profile «Pedagogy of rural school» and determined the mechanism of its use for the regional educational system of the Tomsk region. The article justifies the uniqueness of this educational program: its polyset nature, «redundancy and divergence» of the content of education, a high degree of scientific and methodological justification of the disciplines content, the use of unique technologies for implementing the program.

It is assumed that in the process of implementing this master's degree program, a scientific and pedagogical community of specialists in the field of pedagogy of rural schools will be fully formed, ensuring the further development of the regional educational system as a whole and the innovative development of rural schools, the professional formation of teachers in particular.

### **Nikitina L. A., Kuzevanova A. A. The content and forms of preparation of the future primary school teacher to accompany children with disabilities in small rural school**

*Abstract.* In modern conditions, the process of preparing a future primary school teacher to work with children with disabilities in small rural school is becoming problematic. To a large extent, this is due to the fact that rural teachers need to ensure the quality of education adequate to the needs of each student, which is not always possible due to the fact that university training is mainly aimed at mastering the subject content of disciplines by students related to future professional activities with younger students with a norm development. At the same time, due attention is not paid to work with children with disabilities, who, due to their developmental characteristics, need pedagogical support. It becomes obvious that significant requirements should be placed on the process of preparing students in a pedagogical university, and readiness to work in these conditions should involve the inclusion of a future teacher in training from the point of view of personal participation. Pointing out the importance of involving future primary school teachers in the process of their own education, the authors turn to the educational program that allows you to identify the student «inside» their own preparation for working with children with disabilities in small rural school, to ensure not only the formation and updating of a complex of knowledge, but also to allow students to master the skills of professional activities, to comprehend professional positions in working with students with disabilities, to overcome the lack of personal presence of the future primary school teacher in their education, to acquire their own educational results.