

Baiborodova L. V., Konstantinova V. G. The influence of modern demographic processes on activities of rural educational organizations

Abstract. The sociocultural processes taking place today, including in the Russian countryside, certainly affect the social status, life world and existential well-being of rural residents, the quality of life of the generation beginning adulthood, young people who have created families and live in the village, their participation, as parents, in the educational process. The degree of involvement of adults in the activities of the kindergarten or school that their children attend depends on this influence. In turn, rural educational organizations become cultural and educational centers of the village or town, and this is their special socio-cultural and civic mission. The authors of the article consider the problems of the demographic situation both in terms of their impact on the activities of rural educational organizations, and in the context of the reverse influence of rural educational organizations on the surrounding society and rural areas. The effectiveness of the technologies and tools used by the state in the field of demography is growing today, however, there is an alarming process of natural population decline in rural areas. The authors of the article focus on the emergence and expansion of a new social stratum — the rural precariat — part of the population with unstable, part-time employment. The precariat from among the parents of students has great potential as a social partner of the preschool educational institution and the school, since it owns an important resource — the resource of free time. An important area of work for each head of an educational organization is to motivate this category of parents to participate in the active work of the school, which can become an important factor in the formation of a prosperous family and responsible parenthood. The authors of the article rely in the study on successful practices in this area in rural areas of the Yaroslavl region.

Kobyak O. V., Yakovleva I. A. Social modeling of the educational environment of additional education for children and youth

Abstract. The article highlights the socio-cultural phenomenon of additional education as a sociosphere, including both the institutional characteristics of an educational organization and informal socio-cultural practice, public self-organization and amateur creative and civic initiatives. Additional education is considered as a resource system for the formation of social competencies and the value space of the personality of students involved in voluntary communities of creative associations of interest. The adaptability, voluntariness and variability of this type of education act as a factor in the cultivation of the social capital of the individual and the formation of network communities that contribute to the implementation of the creatively oriented process of personality-forming education. In this sense, non-formal additional education carries out the synthesis of cultural creativity and social creativity on the basis of an absolutely voluntary choice of educational areas and socio-cultural areas of subject-practical activity, which makes it possible to develop social thinking and acquire the skills of creative self-actualization. Additional education appears as a social mechanism for implementing the strategy of mobile continuous education throughout life, which is of a personalized nature. The polysubject nature of the socio-cultural space, in which the creatively oriented practical activities of students are realized in the course of mastering educational programs of additional education, determines the choice of the method of social modeling as a way of scientific and theoretical understanding of the phenomenon of additional education. The construction of a social model makes it possible to identify the most general patterns of the processes of formation, consolidation and development of individual motivational bases for cognitive and creative activities in the sociocultural practices of additional education for children and youth, as well as to design motivating educational environments. The experience of designing a model of a motivating educational environment for additional education is given, aimed at generating interest in scientific and technical creativity, based on the processes of cross-network integration and interdepartmental cooperation in solving the socially significant task of forming engineering and technological thinking and involving students in the sphere of high-tech areas of the economy.

Maznichenko M. A., Platonova A. N. The use of pedagogical knowledge by teachers in overcoming professional difficulties

Abstract. The article describes the results of the study of the process and ways of the teacher's application of pedagogical knowledge in overcoming professional difficulties. It is revealed that the teacher

applies two types of pedagogical knowledge in overcoming professional difficulties: scientific, obtained as a result of vocational training, reading scientific and methodical literature or conducting their own scientific research, and ordinary presented in personal experience, pedagogical experience of colleagues, in everyday pedagogical experience of people (folk pedagogy), in spiritual experience of people (art, religion, morals, mythology). The content of pedagogical knowledge can be both relevant and contradictory to objective pedagogical realities, accepted scientific and pedagogical knowledge and moral norms. The teacher's application of pedagogical knowledge with normative content helps to overcome professional difficulties when the teacher applies methods (thinking operations) with such knowledge, adequate tasks of each of the stages of overcoming the difficulty. At the stage of the onset of mental tension associated with the inability to continue pedagogical activities in the usual way, it is necessary to identify the situation as a professional difficulty. In the second stage — the objectification of the difficulty — it is necessary to translate the problem situation into a specific task to be solved. In the third stage — the search for solutions to the difficulty — it is necessary to find a pedagogically appropriate way. In the fourth stage — the application of the methods found — it is necessary to adapt theoretical knowledge about the method of overcoming difficulties to a specific pedagogical situation. In the fifth stage — the assessment of the success of the solution — a comprehensive and objective assessment of the success of overcoming the difficulty is needed. The appeal of the teacher to pedagogical knowledge with abnormal content (erroneous or «abnormal» pedagogical knowledge) prevents overcoming professional difficulties, can be the cause of their emergence, a barrier to overcome. It is necessary to verbalize such knowledge by the teacher, to translate it from the tacit to the explicit, to evaluate it from the standpoint of pedagogical and moral norms and to subsequently correct its content.

Morsova S. G., Popolitova O. V. Formation of natural science literacy of fifth graders when teaching biology

Abstract. The article is devoted to the presentation of the experience of the formation of natural science literacy in teaching biology in the 5th grade. The relevance of the formation of functional literacy and, as a separate area, natural science literacy at the present stage of development of education is beyond doubt. Russian education has always been distinguished by the fundamental nature of the formed knowledge. Today, the task is to ensure the global competitiveness of Russian education (Presidential Decree № 204 of 07.05.2018 «On national goals and strategic objectives of the development of the Russian Federation for the period up to 2024») and there comes a time when it is necessary to attach to the fundamental nature of knowledge and the ability to apply this knowledge in everyday life and practical activities. In the 2022-2023 academic year, educational organizations in the Russian Federation started implementing the updated Federal State Educational Standard (hereinafter referred to as the Federal State Educational Standard) of basic general education of the Federal State Educational Standard of Primary Education. One of the important elements of the content of the updated FSES LLC is the specification of educational results (personal, meta-subject, subject). For example, within the framework of the school subject «Biology», 19 concretized results (at the basic level) and 8 formulations (at the advanced level) were formulated. Another feature is the organization of educational activities based on a system-activity approach. The main task of the teacher is to create conditions that initiate the activity of the student. At the lesson, the teacher is the organizer of educational activities, and not the translator of ready-made knowledge, there is differentiation of requirements, individual, pair, group work. The transition is carried out gradually and in the fifth grade biology is already taught in accordance with the updated FSES LLC. It is necessary to help the teacher methodically competently build training. The article proposes interrelated fragments of lessons and extracurricular activities in accordance with an exemplary program in biology, aimed at the formation of natural science literacy.

Ogorodnikova S. V. Methodological recommendations for conducting classes in the museum «Education of the USSR: a look through a century»

Abstract. The relevance of the article is due to the focus of normative documents regulating the educational sphere on ensuring a unified educational space, the use of the socio-cultural environment in the process of education and upbringing. The article reflects the problem of using the educational potential of the museum in the process of developing and conducting history lessons on complex topics of the program.

The purpose of the article is to show the educational potential of the museum in school historical education by a certain example of the organization of a training session. As an example, a history lesson on the topic «Education of the USSR: a look through a century» is presented. The topic of education of the USSR is one of the most difficult program topics. Also, the reason for choosing this particular topic was the 100th anniversary of the formation of the Soviet Union, which the country celebrated in December 2022. The article defines the features of the lesson in the museum: favorable conditions for the development of students' emotional memory, the possibility of comfortable spatial placement of schoolchildren, etc. The criteria of the museum lesson are named. It explains why such training sessions are especially relevant for students of educational organizations located in rural areas. The local history approach is pointed out as one of the most recognized and accepted approaches by the pedagogical community to solving the problems of education. The history lesson presented in the article was developed and tested on the basis of the school museum of the village of Sredneivkino (Kirov region). The specifics of the lesson consisted not only in using the exposition of the school museum, but also in attracting a representative of the local community in order to increase the emotional background of studying the material. The article contains an analysis of the reflexive block of the lesson, examples of students' self-assessment of the results they have achieved are given. The material has practical significance: the presented ideas, methodological elements can be used by the teacher in the preparation of not only history lessons, but also training sessions in other subjects of the school curriculum, relying on the potential of the school museum. The content of the article may be useful primarily to teachers of rural educational organizations, as well as to those teachers who turn to local history in their activities.

Lagotskis R. A., Semenova O. N. Changes in sensitivity when accompanying children with autism spectrum disorders

Abstract. The authors of the article consider in their work the history of the emergence of the concepts of «autism» and «autism spectrum disorders», analyze the results of scientific research that studied the mechanisms of the genesis of diseases in young children. The main attention is paid to practical work on the application of accumulated knowledge in this area. In particular, the method of neurometry (TalentQuotient (TQ) (Verbatoria), working on the basis of testing and taking readings with special sensors of brain wave activity, allowing to determine dominant rhythms during diagnosis and further processing of the results, determined the further strategy of interaction with children with autism spectrum disorders. Further, in combination with the tactile-oriented work and the techniques of the adapted method of acupressure in restoring the psychophysical state of a person, affecting changes in sensitivity, taking into account the individual condition of children, stereotypical behaviors were weakened and eliminated. This work develops the ideas of K. Goldstein, L. S. Vygotsky, E. V. Ilyenkov about the properties of a person to overcome limitations in cognitive processes with the help of specialists accompanying them during training in skills and abilities, and is also based on modern technologies and new scientific data that reveal the mechanisms of formation of behavioral models and explain the occurrence of sensory defensiveness. The main accents and provisions in the selection of tools and methods in solving problems took into account an individual set of testing indicators and patterns of behavior of children with autism spectrum disorder, which allowed them to achieve their goals when accompanied. The conclusions given at the end of the work allow us to continue this work and expand the range of application of the knowledge gained in the process of practical work.

Kuzmina E. R. Improving the professional competence of teachers in the formation of mathematical literacy of younger students

Abstract. One of the priority tasks of additional professional education is to increase the professional competence of teachers in the formation of functional literacy among primary school students in accordance with the requirements of the federal state educational standard for primary general education, approved by Order of the Ministry of Education of the Russian Federation dated May 31, 2021 № 286 «On approval of the federal state educational standard of primary general education». An analysis of the research conducted by the author in the system of additional professional education shows that teachers understand the importance of the topic under consideration. At the same time, there is a low level of theoretical knowledge about the mechanisms of formation of functional literacy in primary school. ANO AVE «National Institute

for the Quality of Education» provides scientific and methodological support to schools that are innovative platforms for the formation of reading, mathematical and natural science literacy. Most of these innovation sites are schools located in rural areas.

In more detail, the author examines the scientific and methodological support of schools in such a direction as the formation of mathematical literacy in elementary school, noting the special importance of mathematics in the development of society, science, and culture. Mastering mathematics is a central component of the entire education system, it develops a person's cognitive abilities, including speech, memory, attention, imagination, the ability to reason logically, perceive information with the senses. The article analyzes the basic concepts, the model of mathematical literacy and its components. As part of the advanced training courses developed by the author of the article, the mechanisms for developing the skill of practical application of mathematical knowledge are considered on the basis of the implementation of the training course «Mathematics. Quick account. A detailed description of the content of the additional professional program of advanced training courses «Development of mathematical skills of younger students using the teaching materials «Mate: plus. Quick account. The author expresses his gratitude to the creative teams of general educational organizations of the Ivanovo, Vladimir, Lipetsk, Irkutsk, Yaroslavl regions, colleagues from other regions for fruitful cooperation in the framework of the activities of innovative platforms for the formation of functional literacy in elementary school. The article is addressed primarily to primary school teachers, methodologists and specialists in charge of primary school.

Andritski V. I., Branishte S. I. Professional adaptation of novice teachers at the institutional level

Abstract. This article addresses the psychosocial aspects of professional insertion of novice teachers at institutional level. In the article the author synthesizes scientists' reflections on the topic and highlights the personality and the professional identity of the novice teachers, integrating a wide range of biological, psychological, social, axiological and historical implications. The author summarizes the theory provided by social psychology on the relationship between the subject and the object mediated by the other, extends the meaning of this statement to the field of Human Resources Management, namely, to the process of professional insertion of novice teachers and outlines the inter-conditioning of the subjects concerned.

The importance of autonomy and resilience, as personality traits, is also pointed out. The authors defined professional autonomy for novice teachers as the competence and freedom to manage their own activities psychologically, socially and professionally, to understand through the prism of their own values the options and consequences of professional decisions, to act independently and responsibly, based on a clearly defined system of knowledge, beliefs and attitudes.

As a result, the authors concludes that the values, beliefs, behaviour of the novice teacher will be conditioned/mediated/determined by the management team, teaching and non-teaching staff with whom the novice teacher interacts, performing functional duties.

Psychological, interpersonal (social) and collective/organizational implications substantially influence the process of professional insertion of novice teachers at institutional level, and, as a result, individual and institutional professional performance.

As a general remark of what is stated in this article, the authors confirms the importance of psychosocial considerations for the effective development of the process of professional insertion of novice teachers, which requires efforts and interventions initiated and implemented by the management team.

Has been defined the notion of professional autonomy of the novice teachers as the competence and freedom to self-manage their own activity on a psychological, social and professional level, to understand through the lens of their own values, the options and consequences of professional decisions, to act independently and responsibly, based on a well-defined system of knowledge, beliefs and attitudes.