

Mikerova G. Zh., Pryn E. I., Demchenko A. A. The educational environment of rural school as space for personal development of junior schoolchildren (in the aspect of the pedagogical works of K. D. Ushinsky)

Abstract. In modern conditions of transition to updated federal educational standards, the importance of creating an effective educational environment for rural schools is growing. One of the key conditions for the implementation of standards is a single educational space that provides equal opportunities for all types of schools.

The problem of the development of rural schools is especially relevant for the education system of the Krasnodar Territory, since according to statistics, the number of schools far exceeds the number of urban schools.

Based on the analysis of literary sources, the article reveals the concept of «educational environment» and examines in detail the functions of the educational environment of rural schools: teaching, socio-cultural, developing, educative, enlightening and worldview. The educational environment in a rural school, to a greater extent than in an urban one, is determined by the sociocultural environment surrounding it, which is directly related to the educational process. The study pays special attention to characterizing the trends in the development of the modern educational environment of rural schools in the context of the pedagogical works of K. D. Ushinsky, in which the teacher paid primary attention to the development of industriousness, interest in science and physical labor, excitation of activity and independence of children in the process of conscious learning.

The article focuses on the following K. D. Ushinsky's ideas: primary education should develop the mental strength of the child, prepare him for further education, and the native language should become the basis of all educational work of the school, the central subject of education.

In conclusion, the results of experimental activities at school № 18 of the Timashevsk district on organizing effective educational environment within the framework of the regional innovation platform by implementing extracurricular activities programs are presented. The activity of students, reflected in the workbook «Diary of my achievements», has become a condition for improving the quality of education in rural schools.

Teslenko A. N. Youth and rural youth work: challenges and solutions

Abstract. The article is devoted to the analysis of the features for organizing youth work in rural areas. Based on the materials of state statistics, the specifics of the social problems of rural youth are shown. The role of youth work in the countryside in solving some of the urgent problems of young villagers is shown. The main function of which is to motivate young people to find and make positive and informed life decisions, thereby contributing to their personal and social development, as well as the development of the society around them as a whole. A brief description of the purpose and content of the technology of work with rural youth is given. Particular attention is paid to the technology of socio-cultural animation, designed to humanize the free time of young people and create conditions for social tests of young people in actual social activities. The main pedagogical meaning of socio-cultural animation is to create conditions for social trials of young people in various areas of social activity. The technology of socio-cultural animation is most clearly manifested in the organization of free time and leisure of rural youth. The specifics of the leisure time of rural youth and the main groups of leisure are revealed. The majority of young villagers have a consumer attitude towards leisure activities. In conditions when the only center of youth work in the countryside is the school, it's proposed to create youth centers at the level of local government (akimats) as an element of civil society, which activities will be aimed at social development and integration of young people into rural society. The article was prepared on the material of the scientific research AR 14869235 «Youth work as a condition for the successful socialization of student youth», within the framework of the state grant funding of the Ministry of Education and Science of the Republic of Kazakhstan.

Krylova N. G. Self-realization of a rural teenager in the educational space of an additional education institution

Abstract. The article deals with the problem of self-realization of adolescents in rural institutions of additional education, examines the issues of additional education accessibility for rural adolescents, analyzes the concept of «self-realization», discusses issues related to the content, direction of their self-realization, and also studies the relationship of value orientations of adolescents and characteristics of their self-realization. The author considers the purpose of additional education in the educational space of rural society, as an opportunity for self-determination of adolescents in rural society.

As a result of the study, it was found out that older adolescents, pupils of rural institutions of additional education, are focused on obtaining sensual pleasure from life, have a desire for independence, establishing conscious interpersonal contacts with a focus on well-being in everyday interaction with others. A comparison of the value orientations of adolescents engaged in creative associations of rural «Children's Creativity Houses» and not engaged in them revealed significant differences in values: cognition ($f = 3, 1$, at $p < 0.01$), creativity ($f = 2, 24$, at $p < 0.01$), health ($f = 3, 48$ at $p < 0.01$), a happy family life ($f = 1.74$, at $p < 0.01$). At the same time, teenagers who do not have such experience demonstrate a significantly greater value for themselves of health and a happy family life. It was found out that the self-realization of a rural teenager largely depends on the reinforcement and impact of the environment in which he is located, which may indicate special requirements for the availability of educational programs implemented in additional education in rural areas.

Belkina V. V., Borisova A. A., Meshkova E. V., Tikhomirova A. Yu. The «SEVEN-Self» program as a means of democratizing the educational process in rural school

Abstract. The problem of education of rural schoolchildren in the conditions of democratization of the educational process is considered. The content of the program is developed on the basis of a comprehensive analysis of existing modern research on the problems of education and is the result of a joint creative search of students, teachers and parents of the Pavlovsky basic secondary school named after A. K. Vasiliev Tutaevsky MD, Yaroslavl region. The article concretizes the content of the activities of participants in educational relations aimed at ensuring cooperation and the democratic nature of interaction of students, teachers, parents and social partners of the school during the implementation of the main activities («I am a family man», «I am an activist», «I am a citizen», «I am a professional», «I am an athlete») is specified, («I am an ecologist», «I am a volunteer»). The possibilities and conditions of introducing students to Russian traditional spiritual and moral values are analyzed, taking into account the content of federal state educational standards, exemplary basic educational programs, and an exemplary education program. The most important effects of implementing the presented program, as the results of observation and empirical research show, are changes in the nature of interacting the subjects of the educational process, an increase in psychological comfort and safety of the environment, an increase in the number of socially significant events organized by students for school partners and the immediate environment.

Pushkina P. S., Shipkova E. N. Organization of summer holidays for children with disabilities

Abstract. This article is devoted to the problem of organizing summer holidays for children with disabilities. The review of the experience of virtual thematic camps is carried out. The authors present the experience of organizing and conducting a thematic shift of a virtual summer camp for children with disabilities in the state educational institution of the Yaroslavl region «Children's Aid Center». Pedagogical means that ensure the effectiveness of the educational process are identified. The theme of the camp «The people are made up of us» is aimed at creating conditions for the socialization of children in line with positioning themselves as a citizen of a multinational state and realizing the opportunity to try themselves in different fields of activity, to decide on a life path. The mixed form of the camp shift, which assumes the possibility of both full-time and remote participation, made it possible to create special conditions to meet the special educational needs of different students, including those with limited mobility, living in remote areas of the Yaroslavl region, who have medical indications for limiting face-to-face contacts.

The camp grid plan included eight thematic days, during which project activities, interactive cognitive classes, excursions, psychological relief, practical master classes were organized with students. The experience of interaction with social partner organizations is presented, the resources of which allowed to increase the educational potential of events, enrich the communication environment of families participating in the camp and ensure social interaction between camp participants. Special attention is paid to the inclusion of parents (legal representatives) in the educational process of the virtual summer camp. The results of the survey of students participating in the thematic shift and parents' feedback indicate the effectiveness of this form of organizing summer holidays for «special» children.

Zautorova E. V. Development of students' creative abilities in the process of independent visual activity in rural school

Abstract. Today, society needs creative individuals who think outside the box and act, as they determine the progress of mankind. In this regard, the study of the possibilities of developing the creative abilities of students is extremely relevant for psychological and pedagogical science and practice. The aim of the study is to develop the creative abilities of students in the process of independent visual activity in rural school, since children's visual creativity creates the basis for full and meaningful communication of a child with adults, has a positive effect on the emotional state of children, gives them pleasure and joy.

The study involved students of rural school in the Vologda region. When studying the level of development of personal independence, the methodology of R. M. Gevorkyan «Peculiarities of the manifestation of volitional qualities» was used, a diagnostic technique was developed to study the level of development of schoolchildren's visual abilities based on the requirements of the Childhood program, methodological recommendations of T. S. Komarova and T. A. Kotlyakova. Children with a high level of development of independence and visual abilities made up 20 %, average — 60 %, low — 20 %. The levels of professional readiness of teachers and parents of children to develop the creative abilities of rural school children through visual activities were also studied.

Specially organized pedagogical activity (teachers in history, literature, the surrounding world selected tasks for implementing thematic drawings) showed positive dynamics: a high level of development of independence and visual abilities at the end of pedagogical activity increased to 40 %, schoolchildren with a low level of development of independence and visual abilities decreased to 10 %. Students have learned to express their thoughts more freely in drawings, to show desire to help each other, to build partnerships with a teacher, etc.

Strakhova N. V., Simonova E. V. Use of modern technologies in development of students' functional literacy in extracurricular activities (from the experience of educational organizations of the Yaroslavl and Murmansk regions)

Abstract. This article deals with the principles of application and use of modern educational technologies in development of functional literacy of schoolchildren in extracurricular activities. The paper presents the experience of educational organizations of the Yaroslavl and Murmansk regions (Polyarny). In particular, it is said about the use of the principles of museum pedagogy and the cooperation of school teachers with museum workers. The modern space of the museum allows you to build educational routes for schoolchildren taking into account the development of functional literacy. The article presents the developments of the museum staff of the Yaroslavl Art Museum, the Museum of the History of Yaroslavl named after V. G. Izvekov, the Vadim Orlov Museum and the City Museum of Local History of the city of Polyarny (Murmansk region), which were prepared in close cooperation with school teachers. Special attention is paid to the technology of Internet hackathons, which make it possible to prepare group projects with minimal organizational costs. The very principle of the hackathon («brainstorming» in the Internet space) is focused on creating conditions for the development of functional literacy competencies. The system of extracurricular work aimed at the formation of functional literacy in schools is shown, in particular, the use of social design (using the example of the project «I know, I can»), when high school students tell students of 6-8 grades about the rights and responsibilities of adolescents, the protection of the rights of minors. When preparing the article, the material of two surveys of students from general education organizations of the Yaroslavl and Murmansk regions was used: by visiting museums and legal literacy, which correlated with the data of the All-Russian Center for the Study of Public Opinion.

Eflova Z. B. Formation of a teacher of a modern rural school in the system of continuous education: phases and stages, content and results

Abstract. The current stage of development of education in rural areas of the country is considered from the standpoint of a socio-cultural approach to educational reforms, the practical implementation of which in the countryside is possible only if the rural teacher is ready for professional activities in conditions that are significantly different from urban ones.

Features of the educational situation in the countryside, the originality of the rural educational organization (school) predetermine the specifics of the pedagogical activity of the rural teacher, which goes beyond the scope of the rural educational organization and applies to the entire rural community — the younger and adult generations of fellow villagers. From the standpoint of the competency-based approach, the main and additional competencies that are relevant for a rural teacher are singled out.

The phases and stages of the formation of readiness for pedagogical activity in rural school and rural community and the professional development of a rural teacher are determined, who, according to the author of the article, starts much earlier than direct training in a professional pedagogical institution.

The proposed phases of the continuous cultivation of a rural teacher, aimed at shaping his readiness for professional activities in rural school and rural society, correlate with the well-known and generally accepted stages of professional training and professional development. At the same time, they move apart in age boundaries («horizontally») and expand in the species diversity of continuous education («vertically») — formal, non-formal, informal. The results of formation of readiness at each phase are determined — orientation, basic readiness and mastery.

In conclusion, conclusions are proposed that can be considered as certain recommendations for building a system for the purposeful formation of a teacher's readiness for professional activities in rural school.