

Galina E. Kotkova Educational aspects of support for participants in the educational process in rural society

Abstract. The article considers the point of view on the system of support for the personal development of a child in rural society. The author's approach to the definition of "helping education", social partnership in the socio-cultural space of the village is proposed. Approaches for implementing the program "Education of the personality of a citizen of the Fatherland" within the Laboratory of rural school are presented. The essence of the leading means of patriotic education of a child's personality – the technology of support in the practical socio-pedagogical work of teachers/specialists with students and their families is considered. The adult organizer of support takes the position of an active humane attitude towards the child and is not indifferent to his personal development and formation of social maturity. The place of the school in the holistic educational process of the microenvironment is largely determined by the level of civic maturity of the teaching staff. In modern conditions some schools are turning into a spiritual center of cultural and pedagogical work. Teachers create local education systems in a microsociety in accordance with the pedagogy of environment, studying and using existing experience, work in close cooperation with social educators, psychologists, interact with parents and other social partners being in the socio-cultural space of the village. At the same time, not only the educational potential of the environment is being studied, but also new opportunities for its modeling, transformation into the educational environment of childhood. Socio-pedagogical innovation, which has been actively developing since the beginning of the 90-s of the XX century, has opened up new opportunities for creating such systems, for studying the practice of applying and distributing regional innovations, using author's techniques by teachers/specialists.

Key words: pedagogical support; "helping upbringing"; social partnership; personal development of the child; rural society; teacher/specialist

Sergei N. Kipreev Education of territorial patriotism: history and prospects

Abstract. The article deals with the problems of formation of a territorial sense of patriotism in a single locality. Among modern studies, little attention is paid to the study of the peculiarities of the outlook of rural residents, understanding their value-target sphere of personality. This work is devoted to improving the social climate of provincial territories and arming rural pedagogy with practical guidelines in such areas as the formation of a sense of patriotism and the value-semantic sphere of personality. The author analyzes the features of demography and development of the village of Zarevo, its cultural and historical specifics, describes alternative prospects for its development. The special role of the patriotic asset of citizens in restoring historical memory and education of the younger generation is shown. The features of the territorial type of the feeling of patriotism are described: the concept, types, research, specifics of education. Methods of sociological survey and interviewing of residents, as well as the author's questionnaire "My patriotism" were used to conduct the study. The hypothesis of the study is the assumption that the level of formation of spiritual and moral values and patriotism contributes to cultural development and demographic growth in a particular area. The problem of the research is the need to understand the causes of the cultural, moral and demographic crises in the Russian outback at the end of the XX-beginning of the XXI century. The main features of the research method are the synthesis of a sociological survey and interviewing residents in order to identify the reasons that influenced their choice of life priorities. The obtained results have both practical and theoretical significance for pedagogy, in the field of patriotic and spiritual and moral education of young people. The study is especially important because it makes us re-evaluate the prospects for development of small regions of our Homeland from the perspective of considering lost opportunities.

Key words: sociological survey; territorial type of patriotism; spiritual and moral values; Zarevo; Adygea; Zakubanie; population; youth education; traditional family values; history

Tatiana A. Kovalchuk Formation of primary school students' natural and scientific functional literacy as a pedagogical problem

Abstract. The article reveals the structural and substantive aspects of the concept of "natural science functional literacy of a primary school student," its subject structure and integrative components are determined. It is noted that in pedagogical science there is no unity in the approaches to the structure of natural science functional literacy of the primary school student, its integrative components. The structural and meaningful content of the concept of "natural science literacy of a primary school student" is considered: readiness to master and use acquired knowledge of nature, as well as skills, skills to solve educational and life practical problems; awareness of the significance of scientific knowledge about nature; mastering elementary methods of cognition of natural phenomena; ability to reflexive-evaluative actions. The content of the subject component of functional literacy is considered in the context of the competent and contextual components.

The article pays special attention to the problem of the formation of integrative components of functional literacy in the process of mastering the content of natural sciences in primary school. The article considers intellectual-cognitive, informational-reader, social-communicative, social-personal components as integrative components of natural science functional literacy. A special role is justified in the formation of the functional literacy of the primary school student of educational, information and reading competencies, which are not only a means for successfully achieving educational tasks, the formation of functional literacy, but also independent target instructions of the educational process, i.e. special subjects of development. It is emphasized that natural science content has significant potential for the development of logical, creative and critical thinking of younger schoolchildren on accessible educational material (intellectual and cognitive component of the integrative component), information and reading competencies, as it provides work with various sources of information - texts of various genres (popular science, art), drawings, photographs, natural objects, tables, diagrams, geographical maps, Internet sources.

Key words: functional literacy; natural-scientific functional literacy; a primary school student; subject and integrative components; information and reading component; social and personal component; logical thinking; creative and critical thinking

Irina V. Serafimovich, Nikolai N. Posysoev, Anna V. Vtorushina Psychological resources young rural school teachers participating in professional skill competitions

Abstract. The publication is devoted to the issues of understanding the role of modern psychological knowledge for the development of education in general and the pedagogical community in particular. Modern scientific developments in the field of pedagogy and psychology based on the works of K.D. Ushinsky are analyzed. The relevance and timeliness of K. D. Ushinsky's ideas about the need for continuous professional education of a modern teacher is confirmed. The results of a pilot study of the psychological resources of young rural teachers participating in professional skill competitions are presented. Professional skill contests are considered as part of the continuing professional education of teaching staff, as an external resource for updating internal resources. Deficits of communicative resources has been identified in the structure of psychological resources of young rural teachers. Based on the experience of conducting psychological trainings for rural teachers participating in professional skill competitions, the barriers preventing the implementation of psychological resources in the process of participating in competitive tests are described. Most of the barriers are related to the fear of public self-presentation to experts and other participants of the competition. The idea is being developed that professional skill contests contribute to overcoming personal and professional crises of young rural teachers. The expediency of creating a system of psychological and pedagogical support for young rural teachers taking part in professional skill competitions is substantiated. It is concluded that it is necessary to introduce special conditions into the system of support for professional skill contests that allow contest participants to integrate their internal and intersubject resources. This integration will allow the contestants not only to achieve maximum results in competitive tests, but also to introduce the experience gained during participation in the competition into their teaching practice.

Key words: psychological resources; rural schools; young teachers; professional skill contests; continuing professional education; professional thinking; psychological training

Lyudmila V. Baiborodova, Svetlana A. Tomchuk Spiritual and moral education of primary school students by means of musical art in rural school

Abstract. The article is devoted to solving a strategically important problem for modern society - formation of spiritual and moral values of primary school students. The relevance of the article is due to the modernization of the system of educational work in modern school, increased requirements for the spiritual and moral education of the younger generation through the moral potential inherent in educational subjects, in particular, in the subject area "Art." The problem is especially relevant for rural schools proved by peculiarities of the rural school as an intellectual and cultural center for reviving and preserving culture in the countryside. The article presents priority areas of spiritual and moral education of children, defines the educational potential of musical art in forming traditional Russian values of primary school students. The description of conceptual and methodological approaches to the formation of spiritual and moral values of primary school students is given: culturological, axiological, subject-oriented, personal-oriented, individual-oriented, reflective-active, sociocultural, practical-oriented; pedagogical means are proposed for implementing these approaches in the context of the formation of traditional Russian spiritual and moral values. The main idea of musical education in elementary school has been identified - Russian centrism, which is the basis for the content of the educational subject, contributing to the formation of the students' national identity. The educational potential of various areas of Russian musical art (folk, music of the peoples of Russia, spiritual, classical) is presented, their value base and meaningful features are revealed. The stages of the formation of traditional Russian spiritual and moral values in the process of mastering the educational subject "Music" have been determined. Particular attention is paid to teaching rural school students music in groups of

different ages, its possibilities are shown both to increase the educational potential of the educational process in groups of different ages, and to form traditional Russian spiritual and moral values.

Key words: spiritual and moral education; traditional Russian values; music; art; music education; the educational potential of music; rural school; conceptual and methodological approaches

Tatiana V. Vasilyeva, Zinaida B. Eflova Creative project «Fairy tales and stories by K.D. Ushinsky through the eyes of children»

Abstract. The article presents the successful experience of teachers from the Center of additional education in the city of Olonets (Republic of Karelia) in organizing and implementing the pedagogical project that is of particular relevance and is of particular importance in the Year of the teacher and mentor, in the year of the 200th anniversary of K.D. Ushinsky. The authors unconditionally recognize the educational value of children works by K.D. Ushinsky and raises the question of their perception by modern children and their pedagogical potential at the present time. The article proves the educational value of the literary texts of the great Russian teacher and the pedagogical idea of the project – approbation of the moral and artistic and aesthetic education of modern children based on the works of art by K.D. Ushinsky. The project organizers distinguish the main stages of the project: 1. Joint activities of children and teachers - reading children works by K.D. Ushinsky. 2. Independent activity of children, involving different aspects of choice to manifest their individuality in creativity. 3. Holding a competition of creative works. 4. Design of the exhibition of creative works. 5. Analysis and generalization of the results of the project. The text presents the pedagogical reflection of the completed project. There are two types of results: results-products of the project – children's works, participation of children in competitions, presentations, exhibitions, etc., as well as pedagogical results-effects – changes in the personality of pupils recorded by teachers. The prospects for the development of project activities are indicated – making up an animated film based on children's drawings and continuing the study of the national pedagogical heritage. The project implemented by Karelian teachers seems possible for broadcasting in the pedagogical community.

Key words: additional education of children; pedagogical (educational) project; pedagogical potential of stories; moral education; artistic and aesthetic education; result-product; result-effect

Dmitry A. Gusev, Oksana V. Lebedeva, Faina V. Povshednaya The concept of preparing the future teacher for implementing the cultural and pedagogical heritage of folk applied art in rural school

Abstract. The article presents the results of the developed and substantiated concept of preparing a future teacher for work in rural school of the cultural and pedagogical heritage of folk applied art; which makes it possible to effectively use the possibilities of folk culture in the education and development of rural school students. The content of the concept core is disclosed, the basis of which was the following laws based on specifics and general principles. Regularity of conditioning allows you to reveal the possibilities of virtual forms to introduce cultural and pedagogical heritage of folk applied art in rural school; it is implemented in a virtual educational environment at the university and relies on the principles of virtual addition and virtual self-education. Attributive regularity is the future teacher's readiness to work in rural school is ensured by the dialectical unity of professionally important qualities, artistic and creative skills in mastering folk applied creativity and relies on the principles of creating a situation of success, compensation (replenishment). Attributive regularity is the process of preparing to implement the cultural and pedagogical heritage of folk applied art at the university, is associated with the real educational activities of rural school and relies on the specific principles of integrating extracurricular, practical activities of the university and preliminary immersion in the space of rural school. The regularity of efficiency is the formation of value orientations among the future teacher on the basis of folk applied creativity provides integral education of rural school students and relies on the principles of: nationality and formation of value relations. The regularity of efficiency represents the educational activities of the future teacher in rural school and depends on the influence of the educational process of the university on the specifics of the socio-cultural conditions of the village and the environment of the rural school, as well as on the principles: imitation of promising educational activities, self-organization and self-improvement.

Key words: rural school; teacher; folk applied creativity; cultural and pedagogical heritage; preparation concept; regularity of conditioning; attributive regularity; regularity of efficiency

Olga V. Tikhomirova Studying the professional needs of rural school teachers: questionnaires results

Abstract. The article discusses the problem of studying the professional needs of teachers in rural educational organizations. Based on the review of the latest research in the field of rural schools, the need to develop tools providing the rapid identification of the needs of teachers in rural schools and response to requests for areas of professional development is actualized. The analysis and synthesis, as well as the development of tools and questionnaires, were used as the main methods of the proposed research. As a result of the study, modern views on the characteristics of the profession of a rural school teacher were analyzed, on the basis of which key directions for studying the professional needs of teachers were identified; a questionnaire was developed to conduct a survey among teachers of rural schools; a survey of teachers was organized during the period of advanced training and post-course support. The study of the needs of teachers in rural schools was carried out in the following areas: general trends in the development of rural schools, the characteristics of the society of rural schools, the characteristics and educational difficulties of students in rural schools, the specifics of organization of the educational process and inclusive education in rural schools. The article provides the analysis of the results of express diagnostics, which can be used to identify current trends for the purpose of their deeper study. Such as the position of a rural school teacher; the work of teachers with restrictions on educational choice, social contacts, with a low level of responsibility and self-organization of students in rural schools; teachers' readiness to move away the classroom-lesson system in rural school. The developed questionnaire is applicable as a tool for identifying the professional needs of rural school teachers and organizing targeted assistance.

Key words: professional needs; rural school; teacher support; cultural and pedagogical heritage; folk arts and crafts; training concept; professional deficits