

**Tamara V. Lodkina, Natalia V. Dryannykh** The influence of K. D. Ushinsky's ideas on practice of managing rural educational centers

**Abstract.** The subject of the article is K. D. Ushinsky's ideas on the need to develop rural settlements, in which the development of public education plays an important role. Increasing the subjectivity of participants in educational relations is an important condition and the result of this development. One of the directions contributing to the development of education in the countryside is organization of rural educational centers activities that would meet the needs of rural residents in modern conditions. The authors set a goal to describe individual management elements of rural educational centers. The conclusions given in the article are based on the analysis of literature and documentation, observation, conversations, modeling, experimental work, questionnaires, study and generalization of experience. The village educational center, as an innovative socio-pedagogical phenomenon, increases the ability of children to receive preschool, general, additional and primary vocational education in accordance with their needs, interests and abilities. The educational space of the village is formed as a result of the unification and use of the resources of the socio-cultural environment of the district. The analysis of the management in development of rural educational centers shows that the effective system of continuing education is being created, where the tasks of training and educating a socially active person who is capable of successful self-realization, a patriot of his Homeland, are being solved. The educational space of students is expanding taking into account their abilities and interests, based on the continuity of programs, goals, values and technologies. Creation a new educational model will help preserve the village as a socio-cultural phenomenon and provide rural children with comprehensive education that would make them competitive in the labor market.

**Key words:** ideas; K. D. Ushinsky; rural children; model; an educational center; education system; management

**Tatiana N. Zakharova, Svetlana F. Shchukina** Rural society as preschool social development space

**Abstract.** The use of the resource of society in the educational activities of a preschool institution is not a new phenomenon for both domestic and foreign practices. The strength of a community with diverse developmental functions (educational, educational) is the subject of research and discussion for philosophers, sociologists, educators, psychologists.

The formation of a person-carrier of spiritual values, intellectual and creative potential, physically developed, healthy, is considered both as the goal of the existence of society and as an opportunity to ensure social progress.

Introducing the requirements of the Federal State Standard of Preschool Education into the practice of preschool educational organizations allows shifting the emphasis from the traditional use of «resources of the external community» to solve the problems of socializing the child, to new attitudes and tasks related to ensuring the conditions for the formation of communicative, information, and activity competence of the student. Preschoolers need to be given opportunities for self-realization, manifestation of identity, individuality; create situations where he is given the opportunity to choose, freely search, explore the world around him; support practices in which the child can show responsibility and independence, solve issues, problems that are in the context of his age opportunities and abilities.

Emphasizing this problem allows us to give a completely new understanding of the interaction between kindergarten and society. This is not only the "expansion of the educational space of the kindergarten," not only the introduction to the traditions of society in the moment of the preschool's participation in holidays, thematic events, but also the formation of his primary social activity, an active attitude to implement those ideas, values, meanings that form the community surrounding the child. Rural society provides a variety of opportunities for this.

The article defines the specific features of rural society in the context of its possible influence on the social and personal formation of a preschooler, the development of the child's social activity; examples are given on the organization of work with this direction in the preschool educational organisation in the Borisoglebsky municipal district, the Yaroslavl region.

**Key words:** resources of society; community; social development; competence; children's realization space; enriched practices; personal formation of a preschooler

**Irina V. Ivanova** Specifics of organizing pedagogical support for students' self-development in rural additional education schools

**Abstract.** The article is devoted to one of the urgent problems of modern education, which consists in creating conditions favorable for the formation of modern adolescents' readiness to implement the subject position, to make independent responsible decisions. The article refers to the methodological foundations and methodological specifics of implementing pedagogical support for the self-development of adolescents, based on a reflexive value approach as an existential approach in pedagogy, revealing the idea of mutual agreement between the development of reflection and personal values, determined by overcoming – a key factor in self-development. A necessary condition for implementing this approach is a value-oriented educational environment of additional education, which has educational and developing opportunities that are essential for the self-development and self-realization of students. Special attention in the framework of the study is paid to revealing the specifics of organizing pedagogical support for schoolchildren living in rural areas, which can be positioned as one of its goals, for implementing them the following methods were used: a pedagogical experiment, diagnostics of adolescents'

readiness for self-development, methods of mathematical and statistical processing of the obtained data. The experiment was attended by 200 students living in rural areas of the Kaluga region. Based on the results of its implementation, conclusions were made and pedagogical recommendations were proposed to organize support for the self-development of adolescents in the conditions of rural additional education schools. The study concluded that the upbringing process today should be of a problem-oriented nature, ensuring the formation of the personality's readiness for self-development, an important procedural condition of which is the perception of problem situations as opportunities for self-development. A reasonable emphasis is made on the need to purposefully organize pedagogical work to form adaptive copying strategies for students, which is possible in educational organizations of different types and has its own specifics in relation to specific educational environment and socio-cultural reality.

**Key words:** additional education; rural school; pedagogical support; copying strategy; a teenager's readiness for self-development; reflexive value approach

**Valeria I. Cheraneva, Olga V. Korshunova** Career guidance component of the rural school teacher's didactic system

**Abstract.** When a teacher selects a pedagogical instrument, the question arises about the peculiarities of its use for a specific category of students (targeted use), in our case it's for students of rural school. The rural school has its own mission and purpose, characteristic only for it. The village is a small homeland for rural school students, where they are ready to return and work after graduation, therefore, it is especially important for students to form professional orientations related to the future profession in the countryside. As a result, pedagogical tools need to be adapted, and, possibly, developed, which will be applied to this category of students to solve career guidance problems. One of the options for solving this problem is to make up and apply a didactic system with a career guidance component in the form of integrative knowledge of agricultural topics.

The purpose of the article is to substantiate the possibility of applying and developing a didactic system with a career guidance component in the educational process of rural school. The scientific novelty of research lies in the presentation of a didactic system with a career guidance component in the form of integrative tasks of agricultural topics. The materials of the article will be useful for practicing teachers of rural schools, who aim to solve the problem of professional self-determination of school students. The article presents the author's model of the didactic system of a rural school teacher with a career guidance component in the form of integrative tasks of agricultural topics and justifies the possibility of its use in the educational process; clarified the concept of «didactic system» from the position of including a career guidance component as a specific dominant; examples of integrative tasks of agricultural subjects were presented and the feasibility of including such tasks in school cycles of disciplines was revealed.

**Key words:** didactic teacher system; career guidance; integrative tasks; categories of students; author's model; agriculture; inter-target orientation

**Elvira V. Zautorova** Formation of a value attitude to nature in primary school students in rural schools

**Abstract.** With the increase in the pace of industry, the irrational use of natural resources and the careless attitude of people to nature, environmental disasters are currently emerging that adversely affect nature and human health. In this regard, a value attitude to nature should be formed in every person from early childhood, and primary school is the most favorable period for educating elementary school students to a correct and caring attitude to nature.

The purpose of this study was to select and apply game methods to form a value attitude to nature in younger school students. It was attended by students of a rural school in the Vologda region (the methodology of T. A. Serebryakova was used). When identifying the level of value attitude to nature, conclusions were drawn about its insufficient formation. The successful formation of this process among primary school students can be facilitated by the use of relevant game techniques and methods: games «Help the animal», «Logical chains», «Come up with a riddle about an animal», «Journey to Kamchatka», etc. At the same time, children solve crosswords, conduct experiments, solve puzzles, carry out long-term observations of animals and plants, and participate with pleasure in various quizzes and contests.

As a result of purposeful work on formation of a value attitude to nature and correctly selected game methods within the framework of the «World of Nature and Man» program, elementary school students have increased interest in objects of the natural world, vivid emotional reactions to natural objects have appeared, the number of students focused on a value attitude to nature has increased.

**Key words:** rural school; school student; junior classes; value attitude to nature; educational process; personal education; extracurricular work

**Elena V. Onufrovich** Formation of local history competencies among students in conditions of an additional education institution

**Abstract.** The article presents a generalized experience of the additional education institution in the Republic of Belarus «Republican Center of Ecology and Local History» in the tourist-local history and patriotic direction. The author notes that the peculiarity of the educational process in additional education institutions is its educational

component. The paper describes the practices of using the following forms in tourist and local history activities: excursions, hikes, trips, expeditions, children's associations, clubs, museums, promotions, projects, contests, exhibitions. Special attention is paid to implementing youth civic-patriotic projects and actions for children and youth. Examples of projects implemented on the territory of Belarus are given: «Memory routes. Routes of Unity», «Gather Belarus in your heart», «Diary of a young traveler», helping students to study, explore and learn about the history, culture, nature of their region, the life and activities of outstanding people. All types of local history activities are in close unity and are implemented in the process of educational and extracurricular activities. Special attention is paid to the upbringing of children on the basis of Orthodox traditions. This goal is served by Orthodox local lore, which allows touching our roots, the spiritual shrines of your native land. The author notes that a system of museum activities has developed in educational institutions in the Republic of Belarus. The specificity of the museum of an educational institution, as a keeper of historical memory, is to preserve and «reconstruct» events reflecting the historical process, making children feel a sense of belonging to the events of past times. The author focuses on the issues of methodological training and support of teaching staff responsible for educating students on patriotism and citizenship traditions, love and respect for the history, culture and traditions of their country. Work is being actively carried out to introduce a unified approach in the tourist, local history and patriotic education of students.

**Key words:** Republic of Belarus; patriotism; local history; tourism; upbringing; additional education; project; excursion; museum

### **Natalia V. Lukyanchikova, Natalia V. Strakhova Integrated lesson in rural school as an educational resource in the process of studying literature and history**

**Abstract.** The article presents an attempt to demonstrate the features of implementing one of the modern educational technologies – an integrated lesson in literature and history – in rural school. The authors of the article include a comprehensive study of the material within the framework of a systemic activity approach as the undoubted advantages of an integrated lesson. The authors pay special attention to the possibilities of organizing students' activities in the process of working on a work of ancient Russian literature as a literary text and historical source. Combining approaches to the study of such humanities as literature and history, researchers consider text as the basis to develop schoolchildren's analytical skills. A work of literature appears to be both an object of a literary analysis and a document of the era. Based on their own practical experience of teaching the humanities at school and the conducted research, the authors of the article propose an option for studying «The Tale of Bygone Years» (one of the most complex works of Russian literature) by rural school students as part of an integrated lesson, and indicate the need for a diverse approach to a literary text, taking into account the peculiarities of its perception and the nature of the era depicted in it, demonstrate the possibilities of an integrated lesson in implementing educational and upbringing tasks, the formation of patriotic feelings of students. Turning to the material studied in the sixth grade, the authors believe that the approaches discussed in the article can be transferred to other grades. In particular, a work of fiction, studied in various aspects, including as a historical source, can arouse interest in the subjects and form adequate perception of historical circumstances.

**Key words:** educational technology; system-activity approach; integrated lesson; literary text; historical source

### **Anna N. Mironova Training of rural school teachers to use subject-focused technologies**

**Abstract.** Currently, Russia is undergoing a paradigm shift in education, affecting the goals, content, organization, relations of subjects, requirements for the professional pedagogical activities of the teacher. A special place among them belongs to a group of tasks focused on organizing the educational process with methods and pedagogical technologies that correspond to the educational goals and age characteristics of students, aimed at forming their subjectivity, active position, developing creative abilities and make each student successful. In this regard, the problem of teachers using modern pedagogical technologies becomes urgent. Training of rural school teachers to use subject-oriented technologies stands out as one of the main aspects of improving the quality of education.

This article justifies the relevance of the use of modern pedagogical technologies, determines their characteristics, proposes a general subject-oriented technology that allows us to successfully solve modern education problems. Empirical data and generalizing their conclusions on the problem of using subject-oriented technologies by teachers of rural schools in the Yaroslavl region, schools of the city of Yaroslavl and other regions are presented in comparison. The comparison and generalization of experience made it possible to determine the level of readiness of teachers to use subject-oriented technologies, as well as to identify the problems facing rural school teachers in mastering such technologies. On the example of MEI «Velikoselskaya Secondary School in Gavrilov-Yamsky Municipal District», purposeful work is shown on training teachers to use subject-oriented technologies: the work of teachers' creative groups is organized, open lessons and master classes were developed and held, teachers participated in seminars, scientific and practical conferences, mentoring for young teachers was organized. With a

repeated "test" at the end of the school year, the indicators of teachers' readiness to use subject-oriented technologies increased, which confirms the effectiveness of the work carried out in the team.

**Key words:** subject-oriented technology; teacher training; educational process; rural schools; mentoring; subjectivity; teacher experience