

Eflova Z. B. V. A. Sukhomlinsky and trends in Russian education development

Abstract. The increased attention of the state and society to education is manifested in the flow of innovations of recent decades, is found in changes affecting all types and levels of the domestic education system concerning each subject of education, in fact, every citizen of the country.

The article presents the results of a historical and pedagogical study of the scientific and pedagogical works of Vasily Aleksandrovich Sukhomlinsky – a rural teacher, director of rural school and a world famous scientist. The method of historical parallels, the method of the comparative analysis and the documentary method are used to compare the ideas of the teacher with the trends and realities of the education system development in modern Russia.

The study hypothesis assumes that modern innovations are rooted in scientific and pedagogical ideas and experience of the domestic school, including the Soviet one, presented in the scientific works and practical developments by V. A. Sukhomlinsky.

Based on the study of the domestic and foreign researchers works dedicated to Sukhomlinsky, a direct appeal to the work of a teacher-scientist, the analysis of the declared and implemented transformations in the country's education system, some ideas of V. A. Sukhomlinsky (in the field of patriotic and labor education of children and youth, regarding the role of the family in raising young people, etc.) are updated; trends in the modernization of education in Russia are outlined (priority of the educational function of education, consolidation of efforts and consensus of social institutions, primarily families and schools in the education of younger generations, etc.).

«Historical parallels» between the school of the mid-XX century and the school of Russia of the XXI century have been identified, confirming the viability and modernity of the pedagogical heritage of V. A. Sukhomlinsky, the need and significance of «new reading» of his works by modern researchers and practicing teachers are argued.

Krasa E. A. Group and collective identity of younger adolescents: diagnostic results

Abstract. The article clarifies the concepts of group and collective identity in relation to younger adolescence. The results of diagnosing the group and collective identity of younger adolescents are presented.

The study involved 148 5-grade students aged 10–11 years. For diagnostics, the method of M. Kuhn and T. McPartland «Who am I?» was used in modification of T. V. Rummyantseva, the questionnaire «School identity» by D. V. Grigoriev, the method of assessing the group cohesion index according to K. E. Sishor, the method of assessing the sociometric status of adolescents in the group of M. R. Bityanova, the author's method of self-assessment by adolescents of their group affiliation. The results obtained showed that most 5-year graders identify with such social roles as «son/daughter», «godson/goddaughter», «he-student/she-student», «friend/girlfriend», «citizen of Russia», as well as with their national affiliation and interests (traveler, athlete, artist, scooter, etc.). All teenagers consider themselves to be members of their family, in second place – to citizens of Russia (82–93 % in different classes), in third – to representatives of their nationality (64–89 %) and to the company of friends (81–82 %). A smaller proportion of adolescents (52, 61 and 30 %, respectively) classifies themselves as a class, school community, children's public organization. The majority of adolescents have a strong emotional connection with their family (67–70 %), with Russian citizens (56–61 %), with a company of friends (41–70 %). Only a third of teenagers feel a strong emotional connection with the class, the school community and the children's community organization. Situations in which adolescents are aware and express their group identity, in most of them they are associated with a feeling of love, care, good attitude, receiving positive emotions, spending time together, fulfilling prescribed roles. Only one fifth of adolescents have manifestations of collective identity, expressed through collective socially significant activities, assistance to team members and society. Based on the results of the study, it was concluded that it is necessary to purposefully form a collective identity in younger adolescents. The specifics of such formation in rural small and urban schools are shown.

Sartakova E. E., Eretnova E. P. Trends in the formation of a rural school in the context of socio-cultural modernization of education

Abstract. The article proves the thesis that the formation of the Russian information society also led to the modernization of education, carried out initially at the organizational and economic level, and currently by socio-cultural means. Implementing leading ideas of socio-cultural modernization of education contributed to significant transformation of the structure and content of the activities of rural educational organizations: new ecosystems of rural schools, innovative models of staffing for their activities, network mechanisms for designing and implementing a set of variable educational programs, etc., started to form.

The study revealed trends in the formation of rural school in the context of socio-cultural modernization of education (the formation of rural educational organizations as a socio-cultural open network system; the establishment of rural schools by content and innovation in regional education systems; increasing adaptation and oral-oriented components in the content of educational programs of rural schools; dependence of the level of readiness of rural teachers for professional activities on the degree of formation and content of stereotypes of their professional activities, etc.); the perspective of the formation model of the school in the conditions of socio-cultural modernization of education is justified, based on historical prerequisites, the requirements of society and the state, taking into account the optimal combination of socio-cultural, spatial, competent, system-activity approaches;

features of the rural school of the period of socio-cultural modernization of education are revealed, which are justified by the idea of networking, digitalization, mobility, convergence, glocality, dynamic stability, rurality, etc. It is concluded that the specific features of this group of educational organizations are preserved in the context of digitalization, networking, education standardization, introduction of software and methodological elements for monitoring the quality of the educational process.

Ermolchik V. E., Kovalchuk T. A., Matytsina I. G. Civil-patriotic education as a value and target landmark of state educational policy in the Republic of Belarus

Abstract. The article justifies the importance of civil-patriotic education in the context of ensuring personal and public security. It is noted that it is spiritual health, the axiological potential of the individual, including citizenship and patriotism, in the current conditions is recognized as a strategic resource to survive and develop, ensure the security of the social system in general and the individual in particular. Today, more than ever, the very complex problem of spiritual security is being actualized; we are talking about the need to create and maintain such conditions without which the formation and development of adequate value relations to the world, to people, to oneself is impossible. Based on the fact that ensuring the security of the subject is considered as making conditions that would contribute to the realization of his interests, which are based on his values, education, including civil-patriotic, should be considered as making conditions in which the subjects retain and reproduce their values, manifested in relations to the world, to others, to themselves. At the same time, we are talking about humanistic, traditional spiritual and moral, civil and patriotic values.

The article presents the system of civil-patriotic education of students in the Republic of Belarus, the regulatory legal framework, value-oriented priorities (the formation of an active civic position, social activity or readiness to implement socially significant initiatives), the components of the system, the content of educational activities in the aspect of civil-patriotic education. Special attention is paid to the presentation of productive practices of civil-patriotic education in the Republic of Belarus in the system of general secondary school and additional education, the issue of strengthening the educational potential of educational subjects.

Makeeva S. G., Vorobiova L. M. Factors and conditions for the formation of self-esteem of school students

Abstract. The article is devoted to the problem of forming such a personal educational result as self-esteem, which is relevant for modern pedagogical science. Increasing the level of its formation is manifestation of the formation of the student as a subject of educational activity. The theoretical provisions of the article describe the significance of the development of conscious, adequate, differentiated, sustainable self-esteem, which consists in the fact that it acts as a motivator of educational activity, determines the level of student's claims in educational achievements, ensures timely adjustment of the tasks put forward based on an assessment of the results of their solution. The emerging self-esteem in the relationships of its manifestation (general, generalized, private) allows the student to take an active position in his psychological basis and make it a subject of transformation in the course of educational activity. The analysis of modern psychological and pedagogical studies concludes that they are mainly of an aspect nature, focusing on age, gender, ethnic and other features of the development of students' self-esteem without paying the necessary attention to the specifics of educational and cultural conditions of education, which differ in urban and rural schools.

The designation by the authors of the article of the methodological aspect of the problem is associated with the need to study the process of forming self-esteem of school students in the lessons of individual educational disciplines. The main educational subject of the primary stage of education is reading. The success of the educational achievements of the younger student in all educational and subject areas depends on the formation of the reading skill. The article provides the author's data on the features in forming primary school students' self-esteem, including the formation of self-esteem of first-graders in rural school in the process of learning to read.

Kotkova G. E., Vorobieva E. A., Dorofeeva L. I., Kosmynina V. I. Pedagogical means of career guidance in rural schools

Abstract. The article considers the directions and prospects of career guidance work on the example of the activities of a specific rural school. For the full development of the younger generation, systematic work is needed in all spheres of life and activity of children and young people: career guidance and secondary employment, culture, sports, leisure and education. Undoubtedly, the choice of profession for school students is a difficult and important life decision. In high school and final class, this problem is especially acute for students. And at this moment, the system of career guidance work should be with high intensity, uniting parents, professional educational institutions, and all social partners. One of the key aspects of successful career guidance work is cooperation between the school, social partners and future employers. The paper highlights the importance of building a bridge between schooling, social partners and the future professional path of learners to help them choose the right profession. The authors propose specific methods and approaches. The article provides a number of examples from practice illustrating the effectiveness of applying various methods and approaches to career guidance work, which helped students choose a profession and successfully find a job. The important aspect considered by the authors is the construction of a

«bridge» between the school, professional environment and students, which will help them better understand their interests, abilities and opportunities. This means that career guidance programs and methods must take into account the features of the area, its economic and social needs, as well as employment opportunities. In addition, programs should help students choose the profession that will be in demand in the region.

Zolotareva A. V. Problems and opportunities of professional development of personnel potential in modern conditions of the municipal education system

Abstract. This article presents the results of the study on possibilities and problems of professional development of personnel potential in the context of building a unified federal system of scientific and methodological support for teachers and management personnel in terms of the features of the municipal education system (MES). The study was conducted in 2023, 7343 respondents from 5 regions of the Russian Federation participated in it, including new regions – the Donetsk People's Republic, the Lugansk People's Republic, as well as the Republic of Karelia, Kirov and Yaroslavl regions.

The author of the article provides a theoretical analysis of studies on functioning and development of the municipal education system as part of the regional and federal education systems; shows the peculiarities of the construction of the MES as a combination of all educational institutions, regardless of their forms of ownership and administrative subordination, located on the territory of this municipality, interacting with each other and with municipal educational authorities in the interests of the population. The article proposes the analysis of federal-level documents regulating the formation of a unified federal system for scientific and methodological support of pedagogical personnel (UFS SMS), shows the capabilities of the MES for implementing state educational policy, as well as for building a municipal system for scientific and methodological support of pedagogical personnel (MS SMS) as a segment of the regional system (RS SMS).

The article proposed a description and specification of the questionnaire research tool for teachers and educational system managers. The data obtained in the process of analyzing the general results of the study are shown, taking into account the peculiarities of the management and functioning of the municipal education system in the field of training and professional development of pedagogical personnel: the principles and values of building the SMS MS; directions of improving SMS MS; opportunities to use associations, services, resources at the municipal level for the professional development of personnel. On the basis of the problems identified during the study that are of greatest importance for the MES, some effective methods and priorities of the municipal body of education management to improve the process of professional development of human resources have been proposed.

Serafimovich I. V., Popolitova O. V. Modern continuous professional pedagogical education: requests, resources, prospects

Abstract. The publication is devoted to problematic perspectives and promising trends of modern continuing professional pedagogical education in Russia.

Today, the issue of professional development of teachers is relevant, since a single educational space is being made in the Russian Federation. The unified federal system of scientific methodological support is multi-vector and polysubject in nature. It includes federal, regional, municipal organizations, elements of formal and informal education, including at the level of an educational organization. In such a variety, it is quite difficult for a teacher to navigate and choose the forms and directions that will ensure his continuous professional development.

The results of the study of teachers from different regions of the Russian Federation, including new territories (n = 6616) are presented. Attention was paid to the consideration of teachers' ideas about the formats of continuing professional education used and external resources of professional development. On the one hand, the multidimensional formats of postgraduate professional education are emphasized, on the other hand, eclecticism and unstructured when building an individual educational route. The results of the study show, the teacher is more motivated for continuous professional development by external motivation (material and moral stimulation) than internal. Arguments are made in favor of the need to strengthen and transform the methodological support of the pedagogical community – employees of the system of additional education, preschool educational institutions and schools, the system of professional education. The results obtained may be of interest to regional executive bodies, municipal self-government bodies, and the system of additional professional education in order to create effective conditions for the continuous professional development of pedagogical personnel.