

Gorbushov A. A. Historical, pedagogical and cultural significance of the project «Rural Schools of the Russian Federation»

Abstract. The relevance of this study is caused by the need for the integrated development of the rural school of Russia as a constituent factor of the territory with inclusion into the processes of upbringing and education of the local community, enterprises and organizations. In this case, the rural school is an institution integrating the rural territory, contributing to the implementation of the regulatory legal documents of the Russian Federation, setting goals and objectives for the development of not only Russia, but also a specific area – villages, settlements, etc., since it is the school, cooperating with the local infrastructure, has all the knowledge and necessary resources for education, training, training of local, territorial personnel. In his Address to the Federal Assembly in 2024, Russian President V. V. Putin noted this as one of the priority tasks for the development of Russia. The development of participation in the processes of transformation of Russia's rural areas by non-commercial organizations (NCOs), socially oriented non-commercial organizations (SONKO) seems important, necessary and promising, since it is they who can create a common element of interaction between participants in the Russian education system, help to implement federal, regional and territorial projects, contribute to general recognition of the rural school of Russia, develop sectoral and intersectoral interaction, public relations. In this article, we will consider the activities of the «Rural Schools of the Russian Federation» project and its participation in the social, cultural and economic transformation of rural areas in Russia, the importance of the project for the scientific community and a wide range of people. Note that in 2023, according to the victory in the competition of the Presidential Fund for Cultural Initiatives, the «Rural Schools of the Russian Federation» project (applicant – the Fund for Assistance to the Development of Education, Culture and Sports «Institute for the Education of Builders of the Country») became socially oriented.

Kosaretsky S. G., Ivanov I. Yu, Ostapenko E. S., Baskakov I. A. Dependence of students' academic results on additional education in urban and rural conditions

Abstract. The article presents the results of the study on effects of participation of urban and rural children and adolescents with different socioeconomic status in extracurricular activities on academic outcomes. The purpose of the study was to attempt to analyze how additional education could compensate for differences in socioeconomic status and territory of residence among students in 4-11 grades, based on the survey data from 3,427 students and using descriptive analytics, correlation and regression analyses. The main results show that children living in rural areas with low socio-economic status receive a significant effect from extracurricular activity, which indicates the compensatory function of additional education. Participation in extracurricular activity has a positive effect on the academic results of children and adolescents, regardless of their place of residence and socio-economic status. Extracurricular activity contributes to the development of self-organization, communication and critical thinking skills, which in turn improve student performance. The study captures the association of the territory of residence with different structure and quality of extracurricular activity and confirms that structured extracurricular activities can significantly improve learning outcomes, especially for children from rural areas with low socioeconomic status. The study shows that residence affects the availability and quality of after-school activities. It also demonstrates that structured extracurricular activity can significantly improve academic performance, especially for children from rural areas with low socioeconomic status. The study highlights the need for educational policies aimed at ensuring accessibility and equitable opportunities for additional education. The compensatory potential of extracurricular activities identified in the present study points to a valuable tool for overcoming educational inequalities in different socioeconomic contexts.

Aripov M. A., Lushnikova T. V. Social order for additional education of rural children

Abstract. The article is devoted to the peculiarities of the formation of a social order for additional education of children living in rural areas. The importance of satisfying the social order for additional education when introducing a personalized accounting system was emphasized. The study found that rural children, having about the same amount of free time as urban peers, are less engaged in additional education and self-education, but have more time for outdoor recreation. When formulating an order for additional education, children and their parents pay attention to the number and sufficiency of institutions, areas of activity and programs offered to students for development. In part, the lack of institutions and areas of additional education is compensated by informal forms of education. When determining the list of additional education programs in demand among rural children, the problem of reduced motivation of children was identified, which is reflected in the request for training. The article systematizes the opinions of respondents obtained during the study on the importance of additional education. Children put the process and forms of organizing activities in the first place, parents – satisfaction of interest and results, teachers – the possibility of personal development. The opinions of respondents on the importance of the personality of the teacher in additional education are presented. It was analyzed how the assessment of the importance of additional education for a child changes depending on his age. Disagreements in the positions of

subjects can cause difficulties in the formation of an order for additional education. The results of the study can be taken into account in management and development of a system for monitoring the satisfaction of subjects with additional education in the countryside.

Selivanova O. G., Ponomareva E. N. Scientific and methodological support for development of rural school students' functional literacy

Abstract. The purpose of the article is to reveal the methodological foundations and methods for studying the process of developing the functional literacy of rural school students with its scientific and methodological support by support school. The article provides a justification and characterization of the use of such research methods as analysis of theoretical sources on the research problem, modeling, study of pedagogical experience, questioning. The description of the innovative experience of the support school in the town of Kotelnich, Kirov Region – the innovation platform of the Scientific Center of the Russian Academy of Education at Yaroslavl State Pedagogical University named after K. D. Ushinsky – on methodological interaction with rural schools of the educational cluster is given. The article discloses the importance of corporate training for creating a single methodological space of the educational cluster, describes the results of the survey of teachers of the educational cluster on the development of functional literacy of school students, in which 94 respondents took part. The activities of the support school for scientific and methodological support of teachers are substantiated and disclosed, based on the deficits identified during the survey. The supporting school organizes scientific and methodological seminars, holds meetings of the coordinating council, creates successful educational practices, offers individual consultations for teachers of rural schools, offers information and methodological materials on the school's website. At this stage of the study, its intermediate results were determined, which became the subject of discussion at meetings of methodological associations, pedagogical councils, scientific and methodological conferences. The article concludes that a modern teacher, on the basis of theoretical and practical training, is able to successfully solve a new didactic task – to develop the functional literacy of school students.

Baiborodova L. V. Museum as a comprehensive means for developing the educational system in rural school

Abstract. The article substantiates the relevance of the formation of traditional Russian spiritual and moral values as the main target in the education of school students. One of the most important comprehensive means of solving this problem in the village is the school museum. The educational possibilities of the museum are considered, its special socio-pedagogical status in rural school is characterized, and target guidelines for its activities are determined. The importance of museum activities for achieving personal, meta-subject and subject results of rural school students is emphasized if the relevant requirements are implemented when organizing the work of the museum. The content of the activities in the school museum is considered, which integrates the resources of the school and society for the education of school students, the directions of museum activities (search, cognitive, excursion, research, labor, theater, etc.) are determined. Particular attention is paid to the forms, methods, technologies of students' activities, the interaction of adults and children, in particular, project activities, which relate to subject-oriented technologies and ensure the formation of the subject position of the participants. The article provides examples of projects that integrate various areas of children's activities, funds for educational and extracurricular activities of school students. The article also highlights the features of the museum as a means of developing the educational system of rural school. The school museum is a translator of traditional Russian spiritual and moral values, the organizer of their joint activities, the coordinator of civil and patriotic education in an educational organization, the integrator of educational, extracurricular activities and additional education of students. It combines the resources of the school and society for the spiritual and moral education of school students and the rural population; ensures the continuity and continuity of the formation of traditional Russian spiritual and moral values.

Korshunova O. V., Korsenyuk A. I. Methodology for organizing a lesson to form future teachers' ideas about screen culture

Abstract. The article is devoted to the urgent problem of modernity associated with the formation and development of screen culture among students – future teachers, since at present it is impossible to imagine the educational process without using screen information. Screen culture in research refers to a complex component integral personal quality associated with receiving information from screens and refracting through all traditional components of the basic culture. The system of pedagogical education of higher education is faced with an acute issue regarding the training of specialists capable of expediently using «screens» in their professional activities both in large cities and in small settlements of rural areas. For rural schools, the problem of forming a screen culture of educational subjects is even more urgent than for urban ones, due to the presence, according to many studies, of a certain lag behind the rural school in terms of the level of formation of digital and information literacy of teachers

and students. The purpose of the study is to design, implement and present generalizing conclusions based on the results of the analysis of the training session for students in universities of pedagogical areas of training, aimed at motivating students to comprehend their own screen culture by familiarizing themselves with the essence of the phenomenon. The meaningful units on the basis of which students built a scientific idea of screen culture were: the concept of screen culture, the history of the emergence of screen culture, the place of screen culture in the basic culture of the individual and its significance for the professional activities of a modern teacher. The developed training session combined various forms of organizing educational and cognitive activities (individual work, work in pairs, work in small and big groups) using screen means and active teaching methods. As a result of purposeful work on the formation of ideas about screen culture, students on the basis of self-analysis noted a change in the self-assessment of the level of formation of their own screen culture, which in further research must be assessed using objective methods.

Shlyakhtina N. V., Mukhamedyarova N. A. Self-diagnosis of professional competencies of heads of rural educational organizations

Abstract. This article describes and justifies the use of the evaluation complex «Self-diagnosis of professional competencies of heads of educational organizations». The assessment model is based on the requirements of the professional standard of the head of the educational organization. The criteria are the definite requirements of the professional standard in two positions: «I know» and «I can». The methodology is applicable to assess the professional competencies of managers, deputy heads of educational organizations and personnel reserve.

The article presents the results of self-diagnostics of competencies on the example of heads of rural educational organizations. It was revealed that the respondents are best able to conduct financial and economic activities, know how to work in an innovative mode, and are aimed at creating safe conditions. The greatest problems were identified with the formation of the competence «development management». To overcome their own deficits, respondents strive for self-education, participate in the activities of professional communities.

The use of this diagnostic tool showed that the level of competence of the heads of rural schools in the Yaroslavl region is assessed as «sufficient» and «high», and professional deficits of the heads of rural schools and their zones of closest development were identified. According to the results of self-diagnostics, the most well-formed competencies were identified and deficit zones were identified. The authors emphasize that self-diagnostics does not give complete results about the competencies of the leader and his professional deficits, therefore, it should be supplemented by a study of the achieved results of the educational organization itself and additional forms of diagnostics. Moreover, the results of self-diagnostics can be the basis for developing individual plans for the development of managers, determining training and development needs, as well as the formation of advanced training and professional retraining programs.

Li Tian Status and development of teaching staff for rural school in context of education informatization in China

Abstract. The article examines the state and theoretical basis for training teachers for rural schools in the context of education informatization in China, analyzes the measures that China is taking to improve the qualifications of teachers in rural schools. The acceleration of the processes of informatization and digitalization of the education system is one of the most important conditions for achieving the goals of economic and educational reforms in China. The teacher is a participant, practitioner and conductor of education reform. In this regard, an important role is given to improving the level of qualifications of teachers in rural schools. The rural teacher takes responsibility and mission for knowledge transfer, education and plays a crucial role in improving the quality of education of the rural population. China is currently making some strides in building a team of rural teachers, but there are also challenges. The education systems of Russia and China have much in common. Russian-Chinese relations of comprehensive partnership and strategic interaction are entering a new era, cooperation and exchanges in the field of education between the two countries are actively developed. The view of the development of rural teachers in China provides a basis for comparative studies, as well as the possibility of cooperation in rural education.

In the course of the study, the goal was to identify the dynamics and level of development of teaching staff for rural schools in the context of education informatization in China. To achieve this goal, the analysis of methodological theories and concepts was used; the experience of teachers in rural schools was studied, compared and summarized.