

Korshunova O. V. Theoretical foundations in formation of the rural school educational ecosystem

Abstract. The relevance for developing the problem of the formation and development of the educational ecosystem of rural school is due to the search for an answer to the question «Where to teach?» during the period of intensive capture of the education sector by digital content and technologies, education providers other than state educational institutions (factories of thought, knowledge, information, etc.). Moreover, the experienced phase of the education crisis necessitates the transition, including rural schools, to new principles of organizing the educational environment (environmental friendliness, informatization, glocality, rational (praxeological) redistribution of educational resources), interaction between its subjects to ensure high quality education everyone without exception wishing to get it. The increasing tendency to concentrate people in networks of various kinds determines a new horizontal format for managing the educational activity of individual and collective entities, imposing the specifics of the relationships that arise when mastering educational content, including those created by the authors – network participants. In the network version of obtaining education, implementing distributed learning provides the ability to create a personalized educational trajectory for the student subject on the principle of «for himself» and «from himself». The «starting point» of the education route is fundamentally changing. The purpose of this article is to present the results of a content analysis of the term «rural school ecosystem» from the standpoint of applying the principle of a reasonable balance as the theoretical basis to make and develop the studied phenomenon with argumentation of the current state of education in the countryside and present problems with careful forecasting of directions for its improvement in the future. The main method is content analysis of available scientific publications in the area under study, interpretation and synthetic methods. The result of theoretical research is 1) constructing the working definition of the concept of «rural school ecosystem»; 2) formulating reasoned provisions on modern characteristics and problems of education in rural school; 3) proposing predictive vectors for the development of the studied phenomenon based on the principle of reasonable balance and identified problems.

Key words: educational ecosystem; rural school; the principle of reasonable balance; nonlinear educational trajectory; educational network; natural ecosystem

A. V. Reprintsev, D. A. Stroganov. Social and pedagogical support to form interethnic behavioral attitudes of rural adolescents in the border areas of Russia and Ukraine

Abstract. The authors of the article reflect on the problems in formation of the ethnocultural identity of adolescents living in the border rural areas of Russia and Ukraine, the formation of their interethnic behavioral attitudes, attitudes towards national history and culture. In the field of the authors' view is the influence of social networks and the Internet on the formation of the ethnocultural identity of rural adolescents of Slobozhanshchina, the formation of attitudes towards ethnic «others», awareness of their responsibility for the fate of the country and the people. The authors draw special attention to the risks and contradictions in formation of the ethnocultural identity of adolescents, the danger of the emergence of a «confused identity» (E. Erickson), ways and means of neutralizing the negative impacts of the information environment and psychological and pedagogical support for the process of forming a positive attitude towards Ukrainian peers. The authors provide the results of surveys of adolescents in rural border areas, reflecting the situation in the teenage-youth environment, attitude towards their country and their people.

The empirical study conducted by the authors made it possible to obtain interesting analytical material reflecting the attitude of adolescents in the border territories of Russia to the Special Military Operation, its goals and meanings, the involvement of a significant part of the adult population of these territories in overcoming the consequences of shelling and destruction of civilian objects and civilians in the Kursk and Belgorod regions. According to the authors of the article, the conduct of the Special Military Operation in Ukraine, the struggle to overcome the split between fraternal peoples, the denazification and demilitarization of Ukraine did not increase the negativity of Russian adolescents towards Ukrainian peers, did not form persistent hostility towards Ukrainian youth. At the same time, the authors of the article record an increase in the attention and interest of Russian adolescents to their national history and culture, to the traditions of their ancestors, to the spiritual heritage of the Russian world. The results of the study show steady positive dynamics in formation of the ethnocultural identity of Russian adolescents, an increase in manifesting patriotism and citizenship of rural schoolchildren in the border areas of the Russian Federation.

Key words: philosophy of education; social pedagogy; social psychology; ethnic socialization of adolescents; information environment; interethnic behavioral attitudes; rural adolescents; ethnocultural identity; border territories of Russia and Ukraine

Ryabkov P. A., Senchenkov N. P. Organization of agricultural production teams in the pedagogical system of V. F. Alyoshin

Abstract. The article justifies the need for spiritual, moral and patriotic education of rural schoolchildren by analyzing historical experience on organizing agricultural production teams, which in turn is one of the comprehensive means of solving this problem. One of the key skills of a modern student is his readiness for socially useful work. The formation of this skill is possible through the use of a practice-oriented approach in the work of teachers, which allows solving both educational and learning problems.

The article examines the historical aspects of the emergence and activity of agricultural production teams created

in the Shumyachskaya secondary school of the Smolensk region during the work of the first people's teacher of the USSR – V. F. Alyoshin in it. A description of experimental work is given, techniques and features of organizing the work of agricultural production teams are described, examples of building work and interaction of team members with teachers and invited specialists are presented. A description of individual experiments conducted in biology and chemistry lessons by school students is given. Comments of teachers and graduates of the school working and studying during the functioning of agricultural production teams are presented.

The article also examines the opportunities and prospects available in modern Russia, which today are already actively used in the education and learning of children and youth. A brief description of the experience of children's public organizations is given, the use of which can be supplemented in the context of the historical experience of the pedagogical system of V. F. Alyoshin. Issues devoted to the possibilities of using the experience of production teams in the Soviet period in modern rural school are considered. Recommendations are given to make further substantive work on the topic under study.

Key words: value orientations; parenting; labor education; production teams; V. F. Alyoshin

Kuprin A. M., Senchenkov N. P. Role of V. N. Tenishev in formation of Talashkino agricultural school

Abstract. Abstract. Constant attention to the education system concerns not only the relevant management structures, but also public organizations and every citizen of the Russian Federation. The study and generalization of historical experience in this case remains one of the priority tasks of Russian historical and pedagogical science. The article presents the results of studying activity of the industrialist, philanthropist Prince Vyacheslav Nikolaevich Tenishev (definitely, together with his wife Princess Maria Klavdievna Tenisheva), who founded a number of advanced professional educational institutions, including an agricultural school in the village of Talashkino near Smolensk. To study the contribution of V. N. Tenishev to the development of domestic education, methods were used to give an objective assessment of Tenishev's innovations and to understand the possibility of using the results of the agricultural school in modern rural school: the method of historical parallels, comparative analysis, as well as the documentary method. The idea of the article suggests that modern innovations in the field of school education should be based on the scientific and pedagogical ideas and experience of previous generations, including on the principles developed and tested in practice by the Tenishev spouses. Based on the study of documentary sources, memoirs, epistolaries, works of domestic researchers devoted to the experience of the «Talashkino Princess Tenisheva Agricultural School», possible trends in modernizing education are outlined, including in rural schools at the present stage. Parallels were drawn between the special agricultural education in the late XIX-early XX centuries and modern Russia, confirming the demand for the pedagogical heritage of the Tenishevs at the present time.

Key words: Vyacheslav Nikolaevich Tenishev; Maria Klavdievna Tenisheva; modernization; secondary education; pedagogical techniques; rural school

Zautorova E. V. Introducing children to russian cultural traditions in rural school

Abstract. Russian folk traditions have significant pedagogical potential and can be an effective means of spiritual and moral education of the person. It is no coincidence that today, in the process of upbringing, teachers and educators are increasingly appeal to the origins of Russian national culture. In this context, the task facing educational organizations is the ability to anticipate and implement the possibilities of national traditions and customs, to help develop interest in native culture among schoolchildren and to recognize themselves as the bearer of this culture.

The aim of the present study was to update the problem of introducing rural school children to Russian cultural traditions, which are historically established, relatively stable, repetitive social attitudes that transfer from one generation to another. The study involved schoolchildren of rural school. They were invited to join the program of extracurricular activities «Our Heritage», the purpose of which was to form a positive attitude of schoolchildren towards Russian folk culture in rural school. The novelty and significance of this program are in the fact that it is aimed at actively mastering the spiritual values of the Russian people by schoolchildren, creating a special environment that allows children to join the cultural heritage of the past.

In the course of introducing schoolchildren to the Russian culture values, works of folk art, studying history, crafts and folk life, students approached the spiritual values of their people, began to show interest more actively in knowledge in the field of folk culture, participate in holidays and educational events of this sphere, showing an active life position, creative potential, and most importantly – love and deep respect for the traditional culture of their people.

Key words: rural school; trainee; russian cultural traditions; educational process; training process; personality education; extracurricular activities

Yakovleva Yu. V., Artemyeva L. N., Martyshin V. S. Concept of the educational system in the rural educational organization «School of Holistic Development»

Abstract. In modern socio-cultural conditions, upbringing is a strategic area in the development of our state, the

meanings and values of upbringing are updated, the experience of designing and functioning of educational systems has been rethought. The phenomenon of educational systems has particular significance in rural schools. The rural school today is becoming a center of spiritual and moral development, an institution for the formation of sociocultural values for all participants in the educational process (students, teachers, parents, the surrounding society). This article reveals the importance of creating an educational system in rural school as a continuous and constantly developing process.

The subject of the study is an analysis of the educational system in Ivanovskaya school on Lekhta, Borisoglebsky district, Yaroslavl region. The foundation of the school educational system is the concept of the «School of Holistic Development», which involves deep knowledge and feeling by students of their roots, traditions, and national characteristics. The school is a unique organization in which an original educational system has been created, characterized not only by its novelty and individuality, but also by a special «spirit» of kinship, brotherhood, love for one's village, homeland, pride in one's Fatherland.

The article reveals the main elements of the author's educational system, which are interconnected and filled with the content in accordance with the spheres of human consciousness: spiritual, moral, historical, scientific, ethical and aesthetic. It is this approach, according to the founder of the school V. S. Martyshin, that aims at the correct upbringing of the person.

The educational system in rural school is a unique pedagogical phenomenon, it is defined by its originality, a special style of relationships between participants in the educational process, traditions and sociocultural characteristics, which are based on the main life meanings and values of a person.

Key words: educational system; rural school; parenting; sociocultural foundations to develop educational systems; educational process; the concept of «Holistic Development»; sociocultural approach

Zolotovitskaya Yu. Yu. Development of professional competencies of teachers in a school with special sociocultural and geopolitical conditions

Abstract. The article considers the modern conditions to form key competencies that are necessary and in demand in the XXI century in accordance with the tasks of state policy in the field of education, in particular, in the context of the activities of a Russian foreign school. A competency approach allows students to gain the necessary knowledge and skills for successful adaptation and self-realization in the XXI century, as well as for active participation in society. The analysis showed that the provision of assistance in improving the quality of education is possible by assessing the level of formation of teachers' professional competencies, identifying professional deficits and their further elimination, targeted professional development. The work uses the results of a study on the level of formation of teachers' professional competencies in RT SBEI «Secondary School in Dushanbe named after Yu. A. Gagarin», conducted in 2023. Examples of tasks performed by teachers in subject areas are given. The tasks of the toolkit covered the most significant aspects of school teachers' activities: software and methodological support; subject teaching methodology; checking and evaluating the results of studying the subject; interaction with participants in educational relationships. Based on the results of this study, existing professional deficits were identified, individual routes of continuous professional skills were built, methodological support of teachers, «horizontal training» of teachers in the educational organization, and a mentoring system were organized. Individual goals of professional development should be inextricably linked with improving the educational results of students and the work of the school as a whole. When designing models of professional development of teachers, these aspects should be taken into account. The priority areas and tasks of the professional development of teachers in the conditions of the Russian school abroad have been identified.

Key words: context; quality of education; sociocultural and geopolitical conditions; competence approach; professional development model; subject teaching methodology; diagnostics

Serafimovich I. V., Strakhova N. V., Nikitina Yu. S. Interaction of a regional Institute for education development with a pedagogical university as an intersubject resource when mentoring psychological and pedagogical classes

Abstract. The publication is devoted to the analysis of the collaboration of the regional institute for education development and a pedagogical university as part of the support of psychological and pedagogical classes. Particular attention is paid to the intersubject nature of the resource formed with such cooperation, which provides the necessary conditions not only for making psychological and pedagogical classes, but also for the holistic support of participants in educational relations. Mentoring psychological and pedagogical classes is considered as an open and complex system. The concept of activity systemogenesis is used as a methodological basis, while the information basis for joint activity is exploited through the functional roles of the subjects of the unified federal system of scientific and methodological support.

The article describes the roles of subjects in the framework of interaction and focuses on information and methodological, psychological, pedagogical, administrative and managerial support of adult participants in educational relations. In the process of research, attention is focused on the study of the educational space of

continuous training of pedagogical personnel, including for pedagogical classes, it is shown to ensure the continuity of various stages of training and professionalization of future teachers, mentoring the administration and teachers of schools with specialized psychological and pedagogical classes. The task of integrating into a single system of multidirectional formats of interaction between the institute for education development and a key partner in mentoring the activity of pedagogical classes – a pedagogical university.

The article also analyzes the functions implemented by the Institute for Education Development in relation to the support of teachers and managers in schools with psychological and pedagogical classes. Three structural components of the subsystem of interaction between the regional Institute for Education Development and the pedagogical university mentoring psychological and pedagogical classes, are detailed. The result of the interaction of the school with the Institute for Education Development and the pedagogical university is considered as an individual route of intersubject interaction of the school, the experience of such routes accumulated by general educational organizations and its dissemination are summarized. Conclusions are formulated that the subjects of the unified federal system of scientific and methodological support, the functions of Institutes for Education Development aimed at consolidating efforts and complementing the activity of a pedagogical university, the conditions for cooperation that determine the tactical and strategic guidelines for the teamwork of educational organizations of higher and additional professional education are structural components of the subsystem of interaction between a regional institute for education development and a pedagogical university accompanied by psychological and pedagogical classes.

Key words: resources; educators; executives; human resources potential; continuing professional education; psychological and pedagogical classes; individual school route; activity systemogenesis; information basis of activity; subjects of the unified federal system of scientific and methodological support

Raeva M. S. Formation of a rural teacher's project competence

Abstract. The publication is devoted to the issue of forming the project competence of a rural teacher. Currently, education needs new forms and methods to improve teacher competence. The problem of the formation of the teacher's personality as a subject of professional activity, as a specialist capable of making decisions in situations of uncertainty, comes to the fore. One of the powerful factors in the manifestation and development of the subjectivity of the teacher is his involvement in the processes of pedagogical design, which not only create innovative educational products, but, above all, create the prerequisites for the development of the subjective position of the teacher.

Today, the issue of forming the design competence of a teacher is relevant, since pedagogical science is faced with the task of finding theoretical foundations, psychological, pedagogical and organizational conditions, education systems and technologies for forming the design competence of rural teachers. For rural teachers working in secondary schools, solving this problem involves working on professional self-improvement, comprehending and assimilating advanced pedagogical experience, advanced training and retraining in the system of institutions of additional education. Meanwhile, the analysis of the literature showed that there is little research in this area, the results of which could be of help in solving the necessary problems. There is an obvious lack of deep theoretical developments, which, in our opinion, does not allow assessing the effectiveness of developments related to the development of pedagogical design in the framework of the professional pedagogical activity of rural teachers, and determines the continuity of training of rural teachers in the system of continuous pedagogical education. The relevance of the research topic is obvious, since the specifics of the professional activity of a rural teacher determine the peculiarities in organization of his project activity. This article describes the forms of work with rural teachers and presents the results of the study on the formation of project competence of a rural teacher, which can be used by teachers, methodologists and university teachers in the training of future specialists in the field of education.

Key words: project competence of a rural teacher; education; rural comprehensive school; continuous pedagogical education; additional professional education; professional competencies; project activity