

### **Eflova Z. B. Studying the formation and development of small schools in Russia**

**Abstract.** Appealing history becomes especially relevant in the times of great socio-economic changes. The XXI century has posed challenges to the whole world, to all spheres of society and social institutions of our country, including a underfilled school in the Russian outback. Once again, questions about the fate of rural underfilled schools are pressing: To be or not to be? If so, what should it be like in the age of digitalization, information, instability and uncertainty, global social upheaval? The state and society, pedagogical science and pedagogical practice have become more active in the search for answers.

The source base for constructing the periodization was the historical and pedagogical works of Russian researchers, the subject of whose research is the formation and development of domestic scientific and pedagogical thought and the education system in Russia. The views of a number of foreign researchers on the history of the formation of Russia are considered. The documents that determined the educational policy of the state in rural areas in the past and in the present were subjected to contextual analysis.

The study of the genesis of rural underfilled schools was guided by the idea of the unity of the historical and logical in the cultural-historical conditionality and social determinism of education. The idea is concretized in approaches and methods: historical-pedagogical, systemic, sociocultural, environmental approaches; method of historical parallels, documentary and biographical methods.

The criteria that determine the features of a rural underfilled school are identified: quantitative, territorial-geographical, socio-geographical, pedagogical or organizational-pedagogical, social.

Criteria and indicators of specificity form the basis of the proposed periodization of the formation and development of the Russian rural small school.

Periodization includes four main stages: from the XXth to the end of the XVIII-th centuries – pre-state; XIX – early XX centuries – state, pre-revolutionary; from 1917 to the end of the 1990s – state, Soviet; since the beginning of the 2000s until now – state, post-Soviet.

Systematization of the history of the emergence, formation, and development of the domestic rural underfilled school in the form of periodization makes it possible to show the past for the future, to comprehend and prevent “breaks” and irreversible losses.

**Key words:** rural school; rural underfilled school; specificity criteria; specificity indicators; periodization of historical development; historical and pedagogical analysis

### **Bayborodova L. V. A small school as a factor in rural development**

**Abstract.** The article defines the special status of a small rural school, its role and importance for rural development. Different views on the need to preserve and support small schools and their prevalence in the regions of Russia are considered. The positive aspects of the educational process in a small school, social and material resources of such a school for remote from district and regional centers, where there are no other educational and cultural institutions, are shown. The reasons that enhance the influence of a small school on the development of the village are considered, directions and ways of increasing the influence of the school on the state of the village economy are proposed, including the organization of career guidance, the study of academic subjects taking into account agricultural topics, involving schoolchildren in solving rural problems, agricultural labor, the creation of production teams, agricultural schools. A underfilled school is a translator of traditional Russian spiritual and moral values in rural areas, it affects the moral and cultural life of the population. Almost every school has a museum of local history, on the basis of which children's and adult associations are being created, organizing various patriotic, socially significant events in rural areas. The school is a center for organizing leisure activities of the population, where creative teams are created, Orthodox and Russian holidays are held, the main events of the village are celebrated, sports and recreation activities, competitions are organized, sports sections work. The school is the center of educational activities of the population, when teachers conduct explanatory work on current events in the country, help parents solve problems of raising a child, advise the population on complex family problems, thereby influencing the situation not only in families, but also in the whole village. The role of a small school in rural areas increases if it finds like-minded partners among the population, interacts with public authorities, other organizations and structures of the village.

**Key words:** small rural school; development factor; economy; traditions; social and natural environment; education; rural development

### **Letina N. N., Chernyavskaya A. P. Traditional Russian values in the perception of urban and rural schoolchildren**

**Abstract.** The educational systems of schools should be based on the values that are formed in students. Only in this case they will achieve the planned results. The article analyzes the results of a survey conducted in seven regions of the Russian Federation and dedicated to identifying the value and socio-cultural priorities of modern high school students. More than seven thousand teenagers aged 14-17 years – students of urban and rural schools - took part in the survey. The socio-cultural basis for the analysis and interpretation of the results obtained is the place of

residence of the students, namely: urban or rural areas. This choice is due to the scientifically proven position that the content of people's values largely depends on the cultural context and the historical period in which they live. It was revealed that the main basic values for teenagers are family, happiness and education. In general, 61,7 % of respondents in the sample chose family as the main, important for them in life. There is a difference in the answers between the regions, but it is insignificant. Teenagers studying in rural schools are more focused on the value of family. The difference between the priorities of urban and rural schoolchildren is more than 10 %. When differentiating the answers depending on the place of residence, it was possible to identify the «rural» and «urban» variants of the axiological discourse. The first of them is characterized by a greater weight of the spiritual and moral core and civic identity, determination by local realities, attachment to family, school, and local community. There are also alarming markers: insufficient development of self-reflection among students in rural schools and a higher level of protest formation in them.

**Key words:** axiology of education; socio-cultural approach; traditional Russian values; city; village; russian schoolchildren; monitoring

#### **Gritsaj L. A. Traditions of the russian rural family as the basis for the formation of russian identity**

**Abstract.** The article examines the cultural and social aspects of the experience of raising children in rural families, as well as their impact on the formation of Russian national identity. Special attention is paid to the value foundations of the pedagogical potential of modern rural families, which are closely related to the traditions of the peasant way of life. The research aims to analyze how traditional family values and customs preserved in rural areas can contribute to the preservation and strengthening of Russian identity in the context of increasing globalization, unification and urbanization. The purpose of the study was the need to identify exactly how traditional rural values can withstand the influence of modern trends of consumerism and individualism, which destroy centuries-old ideas about life, and contribute to the formation of a stable sense of national belonging in children. The article examines the traditional values of peasant life, such as collectivism, a sense of social justice, love for the Motherland and the desire to serve it, as well as the priority of the spiritual over the material. In conclusion, the article concludes that support for rural families plays an important role in preserving the foundations of Russian statehood. It is emphasized that it is traditional values that can be the foundation for sustainable development of society in the face of modern challenges. It is indicated that the preservation of these values in rural families will help to strengthen national identity and resist the negative effects of globalization, thereby ensuring the continuity of cultural traditions and the social family structure of Russia.

**Key words:** rural family; family education; traditional values; russian identity; challenges of modernity

#### **Teslenko A. N. Musical socialization of youth in the city-village section**

**Abstract.** In the conditions of technogenic civilization and consumer society, the musical audiovisual environment of cultural socialization of the younger generation is radically transformed, contradictions in the transfer of cultural experience between generations are growing. The purpose of this article is to analyze the place and role of the musical audiovisual environment in the process of cultural socialization, to identify the specifics of the «musical picture of the world» of the centennial generation (generation Z). The study was carried out on the basis of a questionnaire, the results of which were processed by the statistical program SPSS. The obtained data were supplemented by the primary content analysis of literature and secondary analysis of data from Kazakhstani, Russian and foreign sociologists. Based on the data of our own sociological research, it is shown that, in general, the cultural socialization of generation Z is based on the musical audiovisual environment of digital format. The collective «picture of the musical world» of the surveyed group, regardless of place of residence (city-village), gravitates towards light musical genres, dance pop music. Traces of socialization deformations brought by the influence of Western mass culture and global communication systems are clearly expressed. Everyday musical practices of young Kazakhstanis are entirely in the Internet zone. It has been proven that the modern musical audiovisual environment is not only a case study of the peculiarities of cultural socialization of youth, but also a reliable indicator of its effectiveness. It acts as a constant of culture, musical preferences and expectations of youth, as a zone of high independence of the younger generation from the musical standards and tastes of the older generation. The work was carried out with the financial support of the Science Committee of the Ministry of Education and Science of the Republic of Kazakhstan under the project AR 14869235 «Youth work as a condition for successful socialization of student youth».

**Key words:** youth of Kazakhstan; generation Z; cultural socialization; picture of the musical world; musical audiovisual environment

#### **Pastyuk O. V. The influence of sociogame technology on the formation of subject-subject relationships in rural schools**

**Abstract.** The article examines the main problems of the formation of subject-subject relationships between

participants in the educational process in the conditions of a small rural school during the organization of distance learning, namely: the complex geopolitical situation in the Belgorod region; lack of personal communication (without direct contact between interlocutors) of schoolchildren with peers and teachers; increasing the number of foreign-language schoolchildren; lack of professional competencies among teachers to organize online lessons and organize student collaboration in such lessons, etc.

The work suggests ways for solving problems through the use of socio-game technology developed in the 80s of the XX century. The goal of socio-game technology has been determined, which is to create conditions for the formation of a children's team (SO-society) by the teacher, the interaction in which is based on subject-subject relationships. The main attention is paid to the methodology of this technology, key approaches to establishing relationships between students of different ages, as well as teachers and students, are highlighted and structured. The terms «subject-subject relationships» and «equal relationships» are discussed in detail.

The author presents the key principles on which socio-game technology is based: anthropological and cultural principles, the principle of an individual-personal approach, the principles of activity, system and information approaches, the principle of multiculturalism. The experience of using socio-game technology in rural schools in the Belgorod region, which have been operating in a remote format for a long time, is presented.

It is concluded that socio-game technology makes it possible to improve the quality of education and upbringing of rural schoolchildren, and most importantly, it forms in the younger generation such personal qualities as: the ability to establish communication with unfamiliar people, competently and reasonably defend one's own point of view, work in a team and what is important to accept help in solving problems from others.

**Key words:** rural school; sociogame technology; microgroup; subject-subject relationships; equal relationships

#### **Lukyanchikova N. V. Studying the phenomenon of «village prose» in rural school setting (based on the stories of F. A. Abramov)**

**Abstract.** In the proposed article, the author attempts to consider the possibilities of organizing reading and studying the works of one of the most prominent Russian «village» writers, Fyodor Aleksandrovich Abramov, in the conditions of modern rural school. The author believes that the meaning of Fyodor Abramov's stories will be close and understandable especially to rural schoolchildren, since the writer's work raises issues related to such traditional concepts as work, family, home, love for the native land and other values that are important for the formation of both the civic identity of a young person and reading competencies, reading preferences. Based on the research of modern scientists in the field of working with rural schoolchildren, in the field of studying the phenomenon of «village prose», in the field of studying the work of Fyodor Aleksandrovich Abramov, as well as on the works of leading scientist-methodologists in the field of identifying the specifics of perception of a literary text, organizing educational and communicative activities of schoolchildren in a Literature lesson within the framework of dialogue technologies, the author offers options for working on the works of Fyodor Abramov with 7th grade students (level of basic general education) taking into account the personal life experience of children, the system of moral values formed in them. Particular attention in the article is paid to the organization of work with the texts of the stories of Fyodor Aleksandrovich Abramov «Wooden Horses», «Pelageya», «Alka» in the aspect of considering the leading motives of home and work with children. In the process of reading and studying the fiction of the famous Russian writer, it is recommended to use the conditions and opportunities that a rural school has.

**Key words:** «village prose»; creativity of Fyodor Abramov; moral values; features of precepting a literary text; dialogue technologies; lesson-anthology

#### **Sokolova N. A., Gul I. D. Potential for the development of digital technologies in studying gifted children from municipal areas**

**Abstract.** The article discusses the potential for the development of digital technologies in work with gifted children in municipal districts of the Chelyabinsk region. The authors consider the role of additional education in the Russian educational system, emphasizing its importance in identifying and supporting talents among children and young people. The article discusses the process of education digitalization and its impact on the accessibility and quality of education. One of the central problems revealed in the article is the issue of geographical accessibility of educational programs for children living in remote rural areas. Despite legislative efforts and educational initiatives, the problem remains relevant. In the context of the remoteness of rural settlements from large educational centers, the main emphasis is on the use of digital technologies as a way to expand the accessibility of education.

The authors explore the possibilities of using distance learning and electronic educational platforms to solve the problem of equal access to educational programs. The article presents data on the dynamics of the involvement of children from municipal districts of the Chelyabinsk region in distance learning programs in the period from 2021 to 2023. The results of the analysis show a significant increase in the number of students, which indicates the effectiveness of the methods and tools used. Over the three years, the number of program participants has increased by 62 %, which confirms the effectiveness of the proposed model of digital learning for gifted children.

The article demonstrates that digitalization of the educational process in remote areas helps to increase the

availability of additional education for gifted children. The use of modern digital technologies opens up new horizons for identifying, supporting and developing talents, especially in regions with limited educational resources. The authors conclude that the use of distance technologies not only solves the problem of geographical remoteness, but also improves the quality of education, creating conditions for an individual approach to learning.

**Key words:** digital technologies; gifted children; remote areas; additional education; Regional center; distance learning; e-learning

#### **Valeeva N. A., Baburina N. F. Yaroslavl regional context of the Russian everyday life culture of the XIX century in history lessons at rural school**

**Abstract.** The article reveals the necessity and possibility of including local history subjects in the content of the school course of the Russian history of the XVIII–XIX centuries. During this period, the Yaroslavl region was not only an important center of the economic and cultural life of Russia, but also a unique platform for the formation of everyday culture features, which was permeated with traditions reflecting both the peasant and merchant way of life. At that time, seasonal ambulatory work, crafts, and folk crafts created a unique cultural landscape that should be studied based on real examples from the history of the Yaroslavl Region. Introducing local stories into the educational process contributes not only to the understanding of large-scale historical events, but also to the formation of a sense of pride in their small homeland among schoolchildren. The article presents educational tasks for students based on texts from scientific works of historians, travel notes of foreigners who visited the Yaroslavl province in the XVIII–XIX centuries, documents from the State Archive of the Yaroslavl region. The questions are designed in such a way that students must correlate the facts they have identified from various types of sources – written, cartographic, illustrative. The tasks involve the analysis of educational and extracurricular historical information, the extraction of information from a source; identification of the features of various types of sources of historical information. An important part of work with the source base is the development of basic research activities, such as systematization and generalization of historical facts, identification of characteristic features of historical phenomena, investigation of cause-and-effect relationships of events, comparison of historical situations, formulation and justification of conclusions. Educational tasks are of particular interest to students of rural schools, they acquaint them with the peculiarities of daily life and work activities of residents from Borisoglebsky, Nekouzsky, Poshekhonsky and other counties of the Yaroslavl province in the XVIII–XIX centuries, the territories of which are now part of the Yaroslavl region.

**Key words:** the culture of everyday life; seasonal ambulatory work; historical sources; archival documents; local history literature; cognitive tasks; multiple texts

#### **Goryushina E. A. Postgraduate mentoring of young additional education teachers in urban and rural organizations**

**Abstract.** The article presents a study of the opinions of additional education teachers working in educational organizations located in urban or rural areas on the issue of postgraduate support for young teachers. The author analyzes current changes in the field of additional education, including issues of training and consolidation in the profession of young teachers. The text of the article provides examples of the organization of postgraduate mentoring for young teachers in a number of constituent entities of the Russian Federation.

The study described in the work was conducted in 2024 in 10 regions of the country and covered 123 teachers of additional education. Respondents were divided into groups based on whether they worked in an urban or rural organization, as well as on the role in the mentoring activities of a young teacher: mentor, mentee, teacher willing to act as a mentor, teacher willing to work with a mentor. The problems of retaining young teachers in the profession, the principles of organizing support, the feasibility of organizing support for young teachers, the most promising formats of interaction in a mentoring pair, the content of assistance needed by beginning specialists, and areas for improving the system of support for young teachers were studied.

The analysis of the results showed a significant similarity in the opinions of employees of urban and rural organizations on the current state and long-term development of the support system, including mentoring of young teachers. The majority of respondents point to the importance of helping young professionals, and the individual work format is most in demand. At the same time, a number of problems have been found in the organization of mentoring activities associated with a lack of temporary, financial resources and low motivation of the mentor or mentee.

**Key words:** postgraduate support; mentoring; additional education of children; young teacher; mentor; teacher of additional education; consolidation in the profession

#### **Zolotareva A. V. Peculiarities of postgraduate support of young teachers in urban and rural educational organizations**

**Abstract.** The purpose of this article is to present the results of a study on the features of postgraduate support for young teachers in urban and rural schools of the Russian Federation. The author provides a rationale for the relevance of the study based on the analysis of the current state of teaching staff in the education system of the Russian Federation with the emphasis on providing schools with young teachers, problems of their employment and retention in the profession. The study involved 585 teachers and 129 heads of urban and rural schools from 10 regions of the Russian Federation: (Vologda, Kemerovo, Kostroma, Tambov, Chelyabinsk, Yaroslavl regions, Krasnoyarsk Krai, the Republic of Sakha (Yakutia), Donetsk People's Republic, and the Republic of Tyva). To conduct the study, two questionnaires were used, focused on two groups of respondents – «teachers and educators» and «managers and leaders». Each question of the questionnaires allows you to get information on individual tasks of the study of the state and prospects for the development of postgraduate support processes and retention in the profession of young teachers. The questionnaires are posted on the Internet using the Anketolog service.

To obtain the results of the study, a comparative analysis of assessing teachers and heads of urban and rural schools participating in the study was conducted. The article describes some features of organizing the process of postgraduate support and consolidation in the profession of young teachers. In urban schools there is a more systematic and advanced nature of the process of postgraduate support of a young teacher; organization of active network interaction between the subjects of support; implementation of more innovative mentoring models; construction of a system of postgraduate support of young teachers based on diagnostics and monitoring of the professional needs and deficiencies of a young teacher. In the conditions of rural schools the organization of work with young teachers is not systematic enough and is aimed at solving specific problems; school teams use more internal opportunities for support and mentoring; the most common is the traditional model of mentoring young teachers.

**Key words:** urban educational organization; rural educational organization; young teacher; pedagogical support; postgraduate support of a young teacher