

Bayborodova L. V. Participation of an educational organization in solving the economic problems of rural settlements

Abstract. The economic well-being of the village, and therefore of the country as a whole, depends on the participation of educational organizations in solving the economic problems of the village. This confirms the importance of preparing students for agricultural production and life in rural areas. The purpose of this article is to identify effective organizational and pedagogical tools that ensure the active participation of students in the economic life of the village. The study of the problem is based on sociocultural, resource, integrative-variative, and subject-oriented approaches. Based on the analysis of many years of experience, the main organizational solutions to the problem are considered: the creation of agro-schools and agro-classes, the importance of which is currently confirmed by active government policy in this area and support from the Ministry of Agriculture and the Ministry of Education. The article presents the experience of educational organizations in the Yaroslavl Region in organizing agricultural education for children starting from preschool age. It shows various forms, contests, and projects that develop children's motivation and interest in agricultural professions, as well as the possibilities of academic disciplines in addressing this issue. The article also emphasizes the importance of targeted collaboration between educational institutions, universities, enterprises, and farms. Additionally, it highlights the opportunities for students in rural educational organizations without agricultural classes to participate in solving economic problems in rural areas and preparing students for agricultural work. The article explores the possibilities of the educational process in various subjects and topics, as well as the implementation of additional education programs. Children participate in the improvement of the village, support for the population, local production, and the organization of initial training for high school students in professions in demand in the village. During the summer, labor brigades are active, and adults and children participate in harvesting in local farms, helping farmers, providing food for the canteen by growing vegetables in the schoolyard, and more.

Key words: rural educational organization; rural area; agricultural school; agricultural class; agricultural technology profile; agricultural production

Boldzhurova I. S., Musina D. S. Experience of integration of general and additional education for rural schoolchildren in Kyrgyzstan

Abstract. The modern development of rural areas is directly related to the quality of the educational environment, which ensures the formation of human capital, social sustainability and the preservation of the cultural potential of the regions. The article is devoted to the integration of general and additional education, which contributes to the development of rural areas. As part of the study, we substantiate that in conditions of limited human, logistical and socio-cultural resources, rural schools need to expand educational opportunities for children. Integration is considered as a mechanism for overcoming educational inequality between urban and rural areas, contributing to the development of human capital and improving the quality of the educational environment. The empirical basis of the study was the experience of the Kyrgyz Republic, in particular, the activities of the Balazhan Republican Center and the Altyn Tuyun National Academy of Engineering and Technology in rural areas. The work uses theoretical methods (analysis, comparison, generalization) and empirical methods (observation, questionnaire, study of documents, conversation).

The results of the study show that integration makes it possible to successfully implement STEM programs, organize the activities of robotics circles, engineering classes, as well as associations of artistic and aesthetic areas, which increases cognitive activity, professional self-determination and the formation of intercultural competencies of schoolchildren. The positive dynamics of students' involvement in socially significant activities, the development of interest in engineering professions, and readiness for research activities are noted. The importance of the professional development of teachers is emphasized as a result of the successful integration of general and additional education, prerequisites are created for the upbringing of competitive, socially active youth who would participate in the development of their rural territories. Further study of organizational and pedagogical mechanisms and models of network interaction is required.

Key words: rural school; additional education for children; integration of education; sustainable development of rural territories; educational environment; STEM education; ethnocultural education; creative development

Zolotareva A. V., Goryushina E. A. Implementation of the idea of interdisciplinary integration of general and additional education in the assessments of urban and rural educators

Abstract. The article is devoted to the problem of interdisciplinary integration of general and additional education of children in the context of differences in assessments of teachers in urban and rural areas. The relevance of the topic is due to the need to create a unified educational space, ensure the continuity of educational programs and improve the quality of education, taking into account the available resources and conditions of different types of territories. Despite the active study of integration issues in science, a comparative analysis of real pedagogical practice in urban and rural areas remains insufficiently developed.

The article presents a study of the state of interdisciplinary integration of general and additional education based on a comparative analysis of the opinions, judgments and assessments of urban and rural teachers, and presents the

results of a survey of 2 577 teachers implementing additional general education programs. The methodological framework included teachers' assessment of integration tasks, identification of difficulties in ensuring the continuity of educational programs, analysis of the use of forms and means of interdisciplinary interaction, as well as identification of partnerships with other institutions.

It was found that urban and rural educators generally support the tasks of integrating general and additional education, but rural respondents show lower indicators of experience in interacting with other organizations and achieving meta-subject results. Integration is most often implemented in the organization of practical activities of students and mainly with content-related subject areas.

The results obtained indicate the need to strengthen methodological support for teachers and improve competencies in the field of interdisciplinary design. The study contributes to understanding the differentiation of urban and rural educational practices in the context of integration processes.

Key words: integration; interdisciplinarity; additional education for children; general education; integrated educational program; educator; teacher; urban school; rural school

Balandin D. N. Traditional values of the Russian World as an ideological and semantic basis for the formation of the ethno-cultural identity of modern rural teenagers

Abstract. The article is devoted to study the formation of modern rural adolescents' ethnocultural identity in the context of the Russian society transformation under the influence of globalization. The author focuses on the importance of the traditional values of the Russian world as an ideological and semantic basis for preserving ethnocultural identity. The study emphasizes that intergenerational dialogue and the continuity of history and culture are key factors in preserving ethnic identity. The author analyzes the historical role of the peasant community, where collectivism, work and family ties were the basis of mentality and social interaction. The article examines the problems of urbanization, the extinction of villages and the declining role of labor in the life of rural youth, which leads to a crisis of ethnocultural identity. The impact of globalization processes causes significant changes in the social structure and culture of rural communities, which requires attention to the specific conditions of rural adolescents' socialization. Special attention is paid to the analysis of the influence of family and school as the main social institutions responsible for the formation of value orientations of adolescents. In modern conditions, intergenerational dialogue is disrupted, family ties are weakened, which makes it difficult for young people to socialize and identify with traditional values. The author emphasizes the importance of joint efforts of family and school in the formation of a stable ethno-cultural identity among adolescents. The paper presents the results of an empirical study aimed at identifying conditions conducive to effective interaction between the family and educational institutions in the process of forming an ethnocultural identity. The author concludes that it is necessary to consolidate the efforts of the family and the school for the successful socialization of adolescents based on traditional values and work culture. The results of the study can be useful for teachers, psychologists and social workers involved in the education and formation of personality in the context of modern socio-cultural changes. Particular importance is attached to the development of programs and methods aimed at supporting ethnic and cultural identity in the context of globalization and urbanization.

Key words: social pedagogy; ethnocultural identity; rural adolescents; globalization; traditional values; intergenerational dialogue; urbanization; family; school; socialization; work culture; ethnocultural education.

Nesgovorova N. P., Savelyev V. G., Savilov V. A. Organization of joint integrated environmental research activities between a university and a rural school

Abstract. The importance of developing environmental education for the population stems from the need and search for solutions to local environmental problems, including the negative impact on the living environment of residents in small communities (towns, villages, and hamlets).

Environmental education is a component of Russia's long-term policy aimed at improving the environmental situation in the country. To achieve significant results in this area, it is necessary to organize a system of environmental education for all social groups. This task requires trained, competent individuals. Students majoring in «Ecology and Nature Management» can fulfill this role, as public education is one of their future professional responsibilities.

Schoolchildren are favorable audience for environmental education. By supervising research projects of other students, including those from rural schools, students gain firsthand experience in one of their future professional roles. By interacting with university students during joint environmental activities, rural school students may become interested in this area of professional development and choose a future career that is important for rural areas.

Engaging rural school students in project-based activities within the All-Russian educational initiative «Sirius. Summer: Start Your Project» expands opportunities for environmental education and career guidance. This environmentally-focused initiative engages university students, schoolchildren, and adults in rural areas in relevant activities.

Key words: environmental education; career guidance; all-russian educational initiative; rural school; project; team

Novik I. R., Zhadaev A. Y., Shobonov N. A. Educational potential of using digital chemistry laboratories in rural schools

Abstract. The article is devoted to the study of the features of working with digital laboratories in the process of teaching chemistry in rural schools. Digital laboratories, according to the National Project «Points of Growth», are considered as innovative pedagogical tools that can partially compensate for the limited logistical and spatial resources of rural educational institutions. The paper substantiates the relevance of the introduction of digital laboratories for successful chemistry teaching in rural schools using not only qualitative but also quantitative experiments on the main topics of the secondary school chemistry curriculum. Their role in the development of cognitive interest, design and research skills of students is determined. The correlation of modern pedagogical technologies and chemical experiments with the use of digital laboratories for rural school students is considered. The selected pedagogical technologies include the following: problem-based learning, technology for developing critical thinking, crowdsourcing, and developmental learning. The methodological basis of the research consists of system-activity, personality-oriented, axiological, competence-based and cultural approaches that allow us to consider digital laboratories as an integrated element of the educational environment, combining cognitive, activity-based and personal components of learning. Laboratory work in chemistry for students in grades 8-11 and a program of additional education in chemistry for students in grades 8-9 using Releon digital laboratories are presented. The conducted pedagogical research shows that the number of students, including those from rural schools, in the additional educational program «Laboratory workshop on working with digital chemistry laboratories» is increasing every year. Statistical data for the 2022-2025 academic years are provided. This program is implemented at the Pedagogical Technopark 'Quantorium named after M. V. Lomonosov' in Minin Nizhny Novgorod State Pedagogical University.

Key words: digital laboratories; rural schools; chemistry; «Points of growth»; pedagogical quantorium; cognitive interest; individual educational route; practice-oriented educational environment

Maslov E. D. Formation of future geography teachers' readiness to use digital cartographic services

Abstract. Cartography, the primary method of learning in geographical science and the school subject «Geography», is undergoing dramatic changes, specifically the transition to a new format: from static paper maps to digital cartographic services. Building the readiness of future geography teachers to use innovative forms of cartographic work must be carried out within the context of the transition from the goal of developing instrumental literacy to the development of the ability to critically analyze, evaluate, and transform digital resources in a professional context within the framework of the digitalization of teacher education.

A survey of future geography teachers at several pedagogical higher education institutions confirmed the need for targeted work in this area.

This article explores the concepts of «digital mapping services» and «the readiness of future geography teachers to use digital mapping services», as well as the components of this readiness: structural (motivational-value, cognitive, activity-based, reflective-evaluative) and functional (information technology, methodological-technological, project-based).

The identified specific features of digital mapping services allowed us to identify three areas of readiness development: user-focused, professional-focused, and project-based.

The article describes the content of the original course «Digital Mapping Services in Subject-Based Teaching (Geography)» and its technological foundation: lesson study and project-based learning.

The described content and pedagogical tools ensure a consistent transition of future geography teachers from basic to professional use of digital mapping services and, as a result, improve the quality of education by integrating modern, relevant digital solutions into the educational process.

Key words: digital mapping services; readiness; readiness components; technology; innovation; geographic education; digital transformation