

Rural School as a Resource for the Intellectual and Labour Potential formation of the Rural Society

Ramis R. Nasibullov

Kazan (Volga Region) Federal University, RUSSIA

Olga V. Korshunova

Vyatka State University of Humanities, RUSSIA

Nurgali R. Arshabekov

Pavlodar State Pedagogical Institute, KAZAKHSTAN

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The relevance of the research problem is reasoned by the need to create conceptual grounds of life organization variants in the rural school as a resource of intellectual and labor potential formation of rural society taking into account the socio-economic realities of Russia's development in the beginning of the twenty-first century, as well as by the need to maintain the competitiveness of Russia in the agricultural sector. The aim of this article is to present the theoretical and methodological substantiation of the model of the rural school system "school-employer-society", to disclose terms and principles of its construction. A leading approach to the study of this problem is poly paradigm approach implying a dialectical unity of systematic, integrative and differentiated, activity and competence, technological and axiological approaches, the totality of which is directed on problem solving how to transform a rural school into building and strengthening resource of intellectual and labor potential of rural society. The article reveals the author's understanding of the concepts "intellectual potential of rural society", "labor potential of rural society", presents the formulation of the theoretical and methodological terms, conditions and principles of constructing a model of the rural school as a resource to form intellectual and labor potential of rural society, reveals the peculiarities of the model, which first of all is oriented on rural school student's comprehensive training for independent activity in the conditions of market economy in agrarian society.

Keywords: educational organization of the village, rural school student, intellectual potential, labor potential, rural society, competence-activity training

INTRODUCTION

The relevance of the problem

The relevance of the research problem is defined by an acute necessity to

Correspondence: Olga V. Korshunova,
Vyatka State University of Humanities, 26 Krasnoarmejskaya Street, 610002, Kirov,
RUSSIA
E-mail: kaf_pedagogiki@vshu.kirov.ru
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organize the life of the rural school as a resource for intellectual and labor potential formation of rural society taking into account socio-economic realities of Russia's development in the beginning of the twenty-first century, as well as the need to maintain Russia's competitiveness in the agricultural sector. This is possible only in conditions of a rural school's model constructing in the system "school-employer-society", a distinctive educational component of which is the comprehensive training of a rural school student to live independently in conditions of a market economy, of life on "earth", in agrarian community (Guryanova, 2005, 2013; Yasnitskaya, 2009; Gazizova, 2009; Gayduk, 2011; Romanova & Kovalyov, 2010; Khuziakmetov, Shafikova & Kapranova, 2015; Yusupova, Podgorecki & Markova, 2015; Zakirova, Gaysina & Zhumabaeva, 2015).

Research problem setting

One of the ways to address the complex problem of intellectual and labor potential increasing of Russia rural society is building a model of rural school with a mission of the main educational component of society and defining the socio-cultural factor of the rural communities' livelihoods. New rural school becomes a social institution, which forms the value attitude to the rural lifestyle, motivation for self-realization in the conditions of the village, responsibility for the reproduction of manpower for the agricultural sector, and in general for the preservation of the country's food security.

The essence of the notion "intellectual potential of rural society"

Under intellectual potential of the rural social the combination and complementarity of intellectual potentials of rural society representatives is understood: children, adolescents, youth, entities of the manufacture (mainly agricultural) and social sector, individual citizens of rural settlements (pensioners, the unemployed, migrants, etc.) (Lavrentiev, 2009). Thus:

-under the rural society entity's intellectual potential the connection of potentials and trends, resources and reserves of the entity with the driving forces of intelligence, motivational and consumerism sphere and general abilities of the person and, finally, with the energetic provision of his creative productivity in the course of his or her activity is understood;

-it is believed that rural society representative's intellectual potential in the course of human development as an individual, personality, activity and personality entity in terms of specific factors of rural settlements and mostly in close cooperation with existing educational organization is formed and accumulated.

-it is taken into account that the intellectual potential represents real intellectual abilities of a person, his willingness to act, as well as his or her unrealizable intellectual property and intellectual reserves (Baigildina, 2008);

-it should be emphasized that an important point in understanding the nature of the intellectual potential of the rural society is also an aspect of consideration it as a set of theoretical knowledge, practical experience and individual abilities of employees engaged in the creation of innovations in agro-industrial enterprises and organizations, other institutions and enterprises which are not agricultural in nature taking into account using in its production activity of knowledge, information, experience of personnel management, organizational capabilities, modern information channels of organizations (Leonidova, 2012).

The essence of the notion “labor potential of rural society”

Under the labor potential of the rural society is understood the currently available and foreseeable in future employment opportunities in this rural region, characterized by the number of its working-age population, vocational educational level, and other quality characteristics, including: physical – the effective capacity indicator, state of health; intellectual – indicator of knowledge and experience system of qualified personnel training(educational and qualification structure of labor resources); social – indicator of social, psychological and moral state of society (social environment, justice and security); technological – the indicator depends on the technical capacity of modern science-intensive technologies (Kirsanov, 2003; Nesterov, 2003; Radko, 2015).

METHODOLOGICAL FRAMEWORK

Leading methodological approaches

The leading approaches to the study of this problem are

- on the philosophical level – dialectical approach; it is important in terms of the existence of a specific and singular in general and holistic (respectively the specific features of rural schools and the socio-economic and cultural conditions of life in Russia and worldwide);
- on a scientific level – a systematic approach with elements of synergy (the livelihoods of rural schools is a complex dynamic open system, which is a subsystem of the rural society);
- concrete scientific – ideas of integrative-differential (Korshunova, 2008, 2014), activity-competence, technological, axiological approaches within the synthesis of traditional and student-centered paradigms of education;
- the idea of psycho- didactics; they are important in terms of problem solving of the learning process’s intellectualization and overall intellectual development of the rural society entities;
- the theory of the formation of a viable identity in rural society (Guryanova, 2005).

The main methods of theoretical research

- comparative analysis of theoretical concepts of development and functioning of educational organizations located in rural areas;
- the synthesis of rational theoretical ideas in a system of the theoretical and methodological study - basis of the substantiation of the problem how to organize the life in the rural school as a resource to form the intellectual and labor potential of modern rural society and how to form the terms and principles of a new model of rural schools’ construction;
- theoretical modeling of the new school image, the competence-based model of rural teachers; a system of monitoring the quality of education in the school;
- psychological-pedagogical experiment on approbation of the model of the rural school as a resource to form the intellectual and labor potential of a modern rural society, or according the system “ school-employer-society”;
- statistical methods of mathematical data processing of the multi-staged experiment.

The study used a combination of empirical methods: organization of experimental work in educational institutions of the village, questionnaires, observation, proxy metrical methods.

RESULTS

System of theoretical and methodological provisions serving as the basis of the problem justification how to organize the life in the rural school as a resource to form the intellectual and labor potential of rural society

The livelihoods in the rural school, which is able to act as a resource to form the intellectual and labor potential of rural society, should be built in accordance with the following provisions:

- to create the intellectual capacity, the school is obliged to pay special attention to the development of the simplest mental operations of school students to provide a framework of their abstract theoretical and creative thinking, as a whole – the development of the school students' intellect, their mental labor culture;
- with the solution to this problem perfectly resonates the requirement of the FSES (federal state educational standards - 2nd generation) for a public school on the formation of four groups of universal education – personal, regulative, cognitive-symbolic and reflexive as components of the new learning results – personal, meta subject and subject;
- in rural schools it is rationally to include in the curriculum the disciplines, acquainting students with the fundamentals of scientific research and project activities;
- wide use in the educational process of new information and communication technologies;
- when defining and implementing the process of personal results' development a special attention should be paid to the formation of such qualities of rural students, as independence, initiative, responsibility for the running activity, efficiency, entrepreneurship, environmental tolerance, care for nature;
- the formation of values "I", "Knowledge-Thinking" "Other (World)", "Small homeland (Fatherland)", "Earth (Nature)", "Health", "School" is considered a priority in the social education of rural students; in this direction the priority can be given to the Museum of the history of the village and Museum of pedagogical activity with the focus to form in village schoolchildren the civil identity taking into account peculiarities of homeland and status of the land owner,
- to ensure the implementation of a rural school's mission as a labor potential's resource of the rural social the priority in the process of professional orientation should be given to the presentation firstly of occupations from the agricultural cycle (or orientation), secondly to professions of psychological and sociological orientation, and only then to the world of other professions. Priority should be given to the guidance on the rule "where was born, there was useful", the formation of a belief in the values and dignity of the peasant culture and the culture of the rural intelligence;
- the school is to be the core of the socio-psychological resource of rural society, its positive stimulant for the development and continuous enrichment with new ideas, resources and entities acting in the interests and for the benefit of rural settlement.

Principles of rural school's model construction as a resource of intellectual and labor potential of rural society

Principles of rural school's model construction as a resource of intellectual and labor potential of rural society are the following:

– pedagogization of main socializing factor for the rural school student (it is a rural settlement, and its core – socio-pedagogical resource of the village. Pedagogization is understood as: a) the readiness of any society institution to act as a pedagogical managerial entity in relation to the position in the rural school student; b) being equipped of pedagogical managerial entity with the system of psychological and pedagogical knowledge; c) the ability of the rural society's representatives to act in accordance with the requirements of the teaching ethics and the principle of humanity and tolerance);

–the establishment of a system of social education in a rural school, focused on close interaction with the surrounding society and its socializing institutions with the support in the form of Museum of pedagogical activity on the basis of the school's Museum of the village history (it is necessary to develop the concept of the Museum of the history of the village of new type);

– the specific valuable content of education in a rural school (the formation of values "I", "Knowledge-Thinking" "Other (World)", "Small homeland (Fatherland)", "Agricultural sphere", "Land (Nature)", "Health", "School");

– self-education promotion for all categories of students as a factor to create the intellectual potential of rural society (education's peculiarities in rural educational organization, subject-systematic and integrative-differential as well as psychological - didactic and technological approaches to teaching in a rural school; development of additional education's system);

– the creation of socio-psychological climate of a rural school as a factor of psychological and pedagogical support of a rural school student and the formation of his or her readiness for self-realization in the conditions of the village (aimed at reducing of migration sentiments of rural graduates);

– creation of a specific system of professional orientation for rural students with the priorities for agricultural and psychological-pedagogical profession, ensuring the development and continuous "feeding" of complementary unity of intellectual and labor resources in rural society;

– increasing of professional-pedagogical culture level of rural teachers in the aspects of social pedagogy, psychology - didactics with priority on the development of students' intellectual abilities, ethnological pedagogics (creating of augmented and enriched by the school component the competence model for rural teacher's activity in accordance with the professional standard of the teacher);

– development of creativity and innovative potential in all areas of life in educational organization of rural settlement (the principle is necessary from the point of view of one of the approaches to understanding the essence of the intellectual potential, defined as the readiness to use intelligent systems and person's abilities with the aim to create a new product of culture – ideal or material).

A complete graphic image of the rural school's model as a resource of intellectual and labor potential of rural society (**Figure 1**)

Figure 1 depicts the relationship and interdependence of the major components of society rural settlement. The basis is the socio-pedagogical, intellectual and labor resources of the village (all the social and industrial entities of settlement with their individual intellectual and physical characteristics). The natural environment is the surrounding nature, which largely determines the state of the labor resource of the village. Educational organization of rural settlement is the formation center of the intellectual resource of rural society, binding together all the structural components of the multifaceted resource of the village. The school delivers its graduates for educational organizations of higher education to train them for professions that are in demand of a particular rural society and manufacture. A decisive role in the livelihoods of rural schools as a systemic factor in the formation of intellectual and human resources of rural society belongs to a teacher in rural schools. That is why Figure 1 contains a detailed consideration of the components of pedagogical culture. In addition, Figure 1 reflects eight principles of the rural school model in the system "school-employer-society".

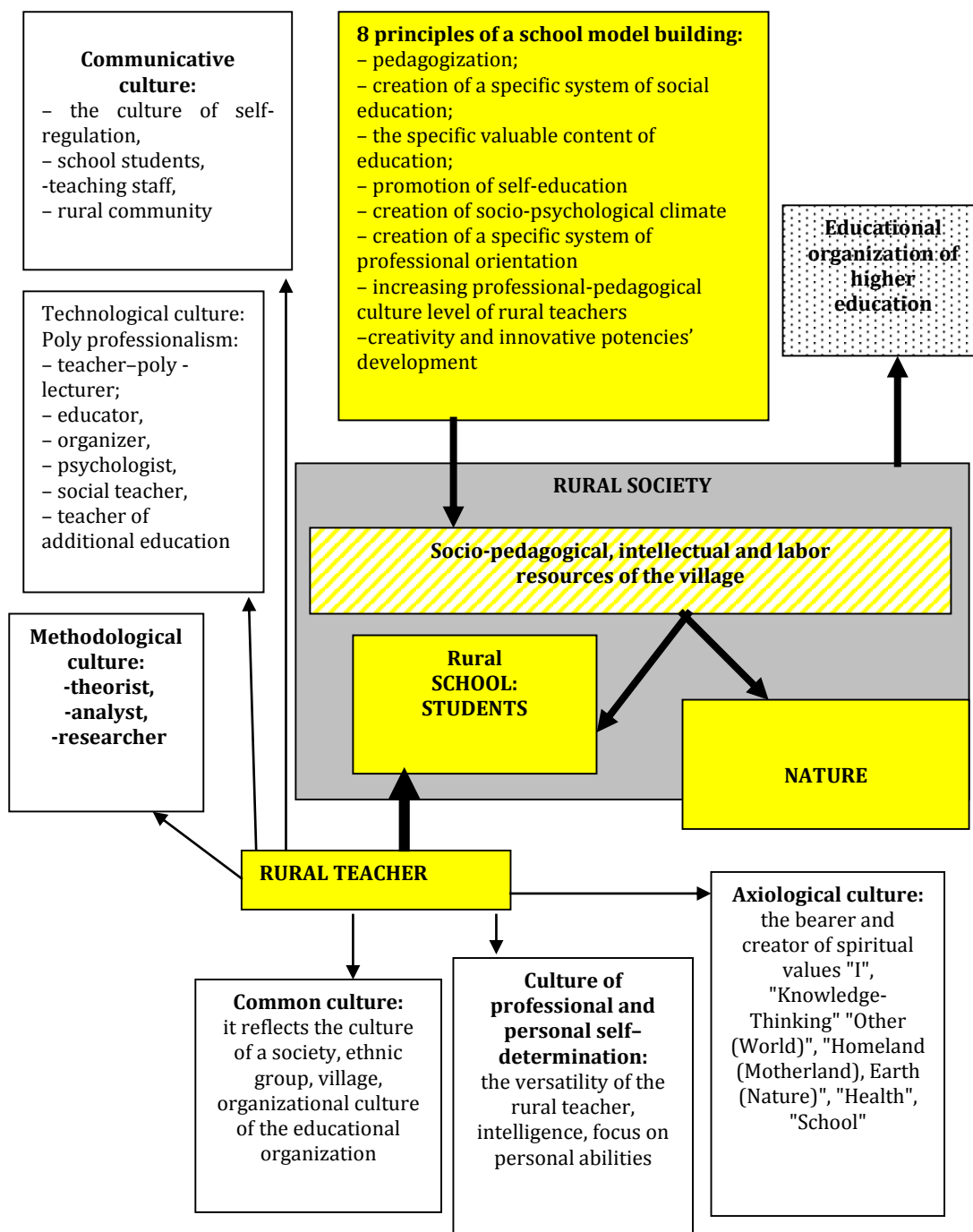


Figure 1. The model of the rural school as a resource of intellectual and labor potential of rural society

Elements of system for scientific and methodological support of the livelihoods in rural schools as a resource to form the intellectual and labor potential of rural society

–The model of formation and development of rural school teacher’s professional competence (Figure 2). Model at the first approximation can be chosen as alternative variant along with key cultural and basic professional competences of students of higher professional education for the formation of a specific

components' group of holistic professional competence of the rural school teacher (Korshunova, 2015):

- the ability to organize the educational process taking into account the characteristic features of rural schools and the surrounding society;
- the ability to adapt modern technologies and teaching methods to the unique characteristics of rural schools.

-monitoring model as a necessary condition to achieve educational results in rural schools (Figure 3) (Danjushenkov, 2014).

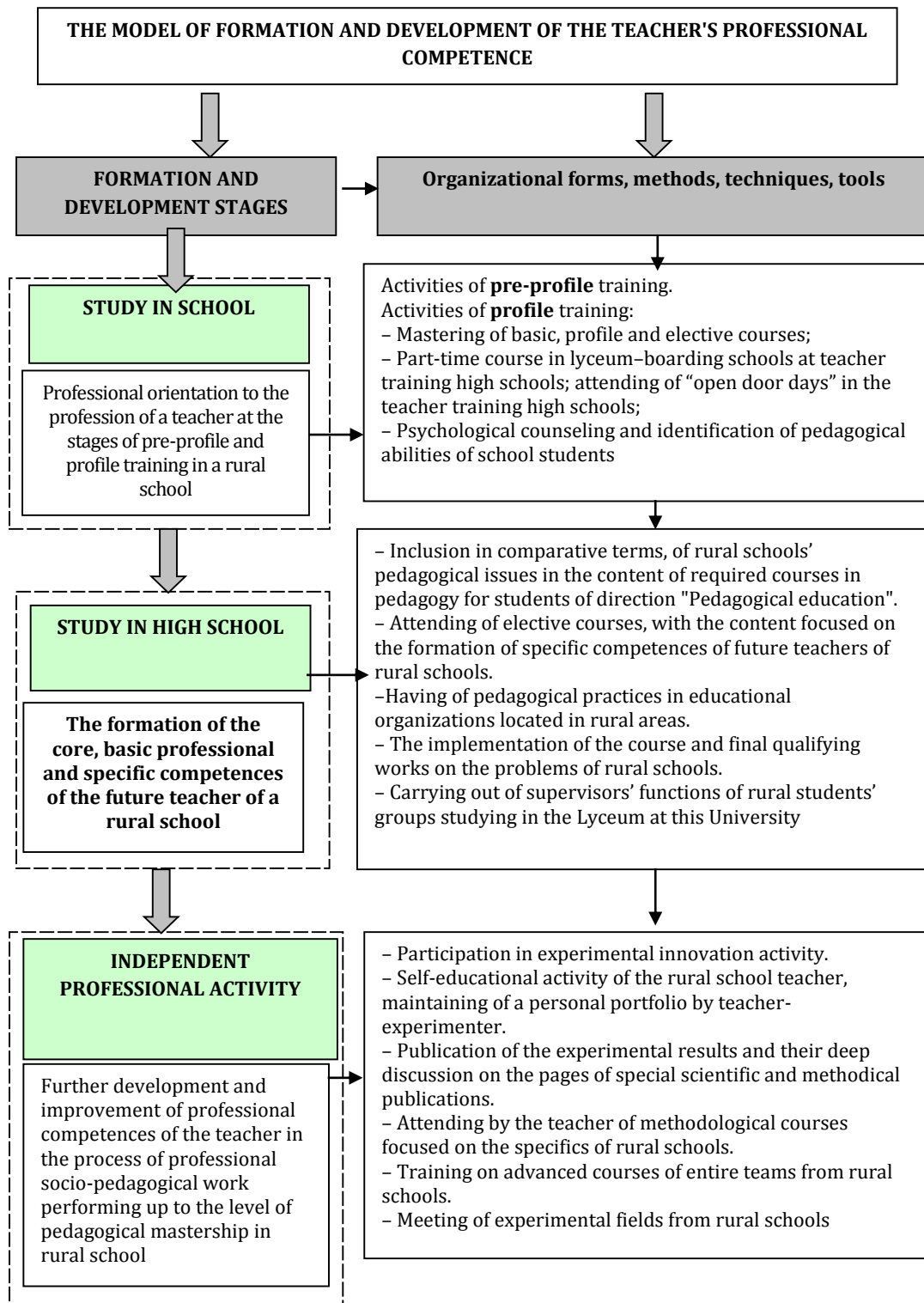


Figure 2. The model of formation and development of rural teachers' professional competence

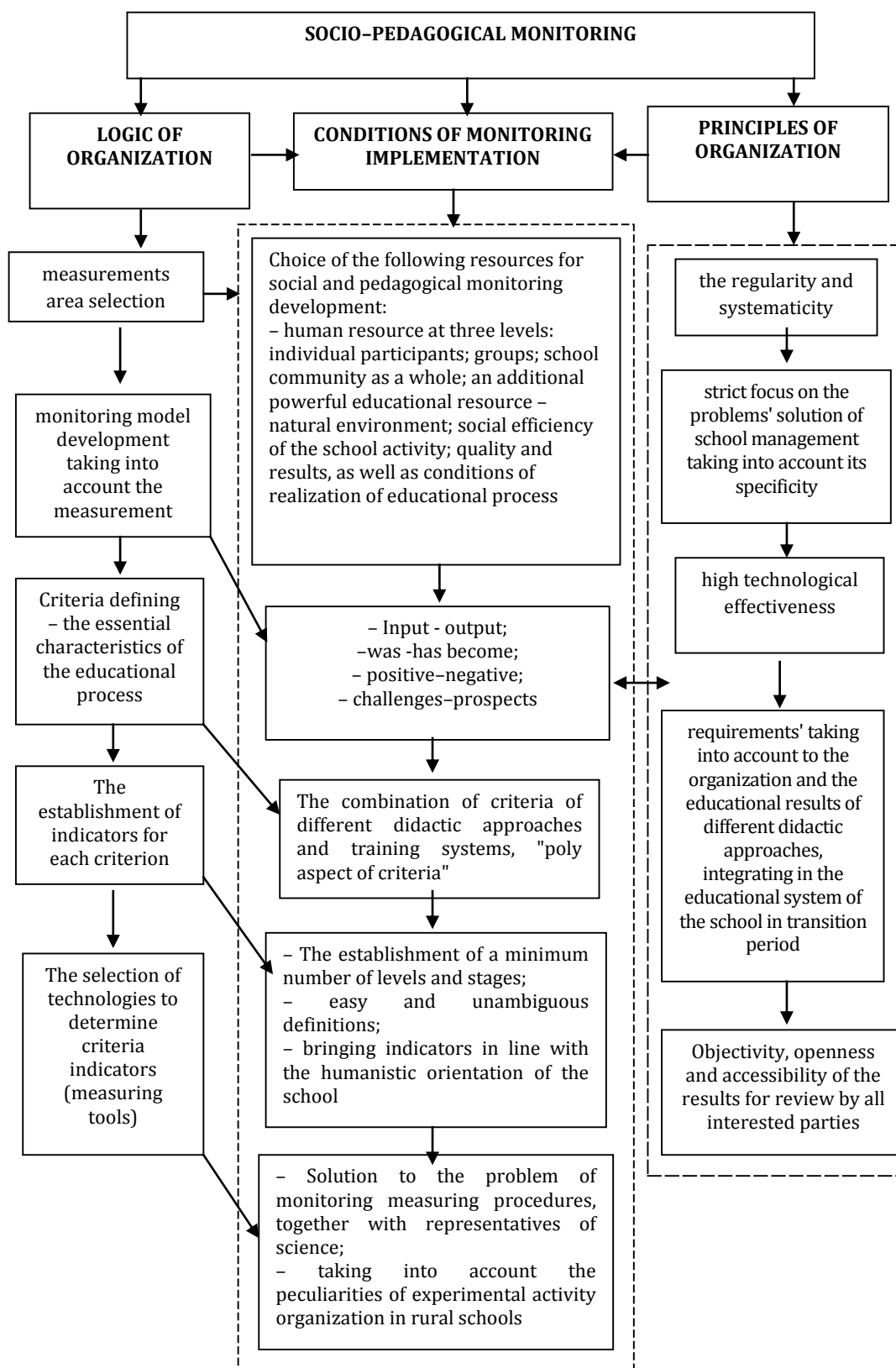


Figure 3. The model of socio-pedagogical monitoring in a rural school

Figure 2. simulates the process of rural school teacher’s development of new formation to implement the mission of rural school students’ preparation as intellectual and human resources for rural society. It is important to prepare even from the very school desk the teachers who are able by personal example to

convince the rural school student in opportunities of worthy fulfillment of self-realization in terms of his or her native village, demonstrating the specific value preferences ("Homeland (Motherland), Earth (Nature)") in a private life activity.

Typically, such a teacher could become only person from a native resident of the village.

Modern quality education, including in rural schools, is impossible without analysis of management information, which is provided by monitoring of the functioning of the educational organization. In this regard, we propose the logic, conditions and principles how to organize the social and pedagogical monitoring in a rural school (Fig. 3) in the aspect of realization of its mission of intellectual and labor potential resource formation in rural society based on socio-economic realities of Russia development in XXI century.

DISCUSSIONS

With the constant dynamics of educational organizations' number in Russia, the share of rural schools among them remains rather high. One cannot but agree with the idea (Guryanova, 2004; Yasnitskaya, 2009) that the rural school is not temporary, but permanent category in the Russian system of education due to geographical and demographic peculiarities of Russia. It follows that a sense of social responsibility for the fate of each pupil, for the future of the Russian village (and, hence, agricultural sphere) should be a criterion in determining the prospects including small rural schools. We are deeply convinced that today to organize the life activity of a rural school is possible in such way that it would be as a resource of the intellectual and labor potential formation of rural society taking into account the socio-economic realities of Russia's development in the early twenty-first century, the need to ensure the competitiveness of Russia in the sphere of agricultural manufacture. The main mission of the modern rural school is help to the future citizen, who is born on the rural land, not to lose their roots and be its support.

CONCLUSION

In the article the model of a rural school with an emphasis on the formation of valuable attitude to nature, labor the land, responsibility for the fate of the homeland and strengthening the position of agriculture complex in the economy of the country is justified. The life activity of the educational organization is constructed in compliance with eight socio-pedagogical principles presented in the text. The mission of the rural school as a resource of the intellectual and labor potential formation of rural society cannot be realized without the teachers of the new format with the specific components of professional culture and beginning their professional career while their own learning in a rural school. An important component of school model is served by a socio-pedagogical monitoring, allowing to judge about the efficiency of the implementation of the above mentioned educational mission of the educational organization.

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