

UDC 159**Positive self-concept of elementary school students in urban and rural settings****Ol'ga O. Smirnova**

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Abstract

The study of the methodology for the formation of self-concept in urban and rural schools, formed as through targeted action, or as a result of education carried out in the framework of primary school education. A number of studies have shown that according to international practice in rural and urban settings, in the first case, parents do not reward students for academic success in primary school. A neutral or negative attitude towards schooling leads to a decrease in the performance of even the most capable students, and does not allow the use of a positive model in the form of school achievements of parents. To change this situation, in a number of rural schools in international practice, programs have been developed and tested to attract parents to the formation of the self-concept of the student as a successful student. In international practice, the introduction of these tools allowed the formation of a positive self-concept in rural schoolchildren belonging to the indigenous population, allowed to increase the average grade point of school performance to 3.5 on a five-point scale, while more than half of rural schoolchildren, on average in these regions, are underperforming. The development of educational tools based on the formation of a positive self-concept in relation to academic results is a promising area of pedagogical research and allows you to avoid the "vicious circle" of social insecurity and isolation, to identify the most effective models and methods of psychological and pedagogical impact in order to form a positive self- concept.

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Keywords

Rural schools, self-concept, educational process, elementary school, target settings.

Introduction

A number of studies have shown that a positive self-concept of schoolchildren in relation to educational goals is the reason for high student performance, greater motivation for achieving success in learning. However, in a number of studies devoted to the study of the problems of achieving the educational goals of schoolchildren, it has been shown that the effectiveness of the educational process is significantly different among groups of schoolchildren belonging to the urban and rural population. At the same time, the educational environment of rural schools in places of compact residence of the indigenous population, leading a traditional lifestyle, in a significant number of cases allows the formation of a developed personality in the field of physical education or work, but the motivation for achieving academic results is formed to a much lesser extent, which ultimately leads to a lack of motivation for continuing education and, as a result, greater socialization. All this is considered the key reason for the continuing significant gap in the level of economic development of rural and urban areas, which is observed in both developed and developing countries of the world. Therefore, a generalization of the experience in the formation of the self-concept of indigenous schoolchildren is a significant research topic for the development of the educational process methodology in rural schools.

The concept of self-concept and its application in pedagogy

Self-concept is a term widely used in research in the field of psychology, pedagogy and sociology. For the first time, this category was defined in studies of the 1970s and was further used as a base in a significant number of works devoted to the educational process in different countries of the world. According to the most general definition, the self-concept is a set of self-representations in relation to some social or active functions.

In the works devoted to the determination of the dependence of academic performance on the perception of students of various social, racial or ethnic groups about themselves, the most significant successes are associated with the use of the category of self-concept in terms of increasing the effectiveness of the educational process. In addition, a number of studies have shown direct and inverse relationships between self-representations in terms of, for example, mastering mathematics and academic performance in this subject, and it has also been proved that academic performance in this subject does not affect the self-concept in humanitarian disciplines.

It was further demonstrated that a positive self-concept in relation to success in individual subjects leads to increased performance in them, but it does not lead to high social adaptation. All this became the basis for testing empirical hypotheses that the formation of a positive self-concept will improve the academic achievements of schoolchildren [ShaStun, 2016], and is the reason for the need to revise the methodological basis of pedagogical measurements in rural schools in order to increase reliability research results in this field [Vezirov, Smirnova, 2016]. The results and their further generalization led to the fact that the idea of managing academic performance by modeling the self-concept became the basis for the development of a methodology for the formation of learning paths to achieve significant academic results, taking into account the individual characteristics of rural students belonging to the indigenous population [Nelson, Hay, 2010].

A feature of the education of the indigenous population in rural schools is that parents do not reward students for academic success. A neutral or negative attitude towards schooling leads to a decrease in

the performance of even the most capable students, and does not allow the use of a positive model in the form of school achievements of parents. To change this situation, a number of rural schools in Australia have developed and tested programs for attracting parents to the formation of the self-concept of a student as capable of mathematics and English. As a result of the implementation of the programs, it was shown that the formation of a positive self-concept in rural schoolchildren belonging to the indigenous population made it possible to increase the average grade point of school performance to 3.5 on a five-point scale, while more than half of rural schoolchildren, on average, in this region are underperforming.

Conclusion

The active inclusion of rural schoolchildren belonging to the indigenous population in the general educational environment and, as a result, in the socio-cultural space of the national economy is a significant problem requiring further research. Preserving the identity of indigenous peoples is a significant problem, but it should not limit socialization and the creation of equal conditions. Under these conditions, the development of educational tools based on the formation of a positive self-concept in relation to academic results is a promising area of pedagogical research and allows

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Положительная Я-концепция учеников начальной школы в городских и сельских условиях

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Аннотация

В работе осуществляется исследование методики формирования Я-концепции в условиях городских и сельских школ, формируемых как посредством целенаправленных действий, или как следствие воспитания, осуществляемого в рамках начального школьного образования. В ряде исследований показано, что согласно международной практике обучения у сельской местности и городских условиях, в первом случае родители не поощряют школьников за академические успехи в начальной школе. Нейтральное или отрицательное отношение к школьному образованию приводит к снижению успеваемости даже наиболее способных школьников, не позволяет использовать положительную модель в виде школьных достижений родителей. Для изменения данной ситуации в ряде сельских школ в международной практике были разработаны и апробированы программы привлечения родителей к формированию Я-концепции школьника как успешного ученика. В международной практике внедрение данных инструментов позволило формирование положительной Я-концепции у сельских школьников, относящихся к коренному населению, позволило увеличить средний балл школьной успеваемости до 3,5 по пятибалльной шкале, в то время как больше половины сельских школьников, в среднем по данным регионам являются неуспевающими. Развитие образовательных инструментов, основанных на формировании положительной Я-концепции по отношению к академическим результатам, является перспективным направлением педагогических исследований и позволяет избежать «порочного круга» социальной незащищенности и изоляции, выявить наиболее эффективные модели и методы психолого-педагогического воздействия с целью формирования положительной Я-концепции.

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Ключевые слова

Сельские школы, Я-концепция, образовательный процесс, начальная школа, целевые установки.

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