them should be followed by the development of a standard for training teachers: both in higher education and in institutions of teacher training [5].

This raises a question, which, perhaps, should be seriously considered: is it correct that the qualification of a teacher is measured by his various skills in the field of modern technology, knowledge of foreign languages and talents in working with gifted children? Perhaps, after all, the main indicator that a person really has every right to proudly wear the title of teacher is the respectful, reverent attitude of his students towards him?

It is important to remember that perhaps the most important standards that define the requirements for the teacher, the criteria that should be based on every true teacher were laid down many decades ago. Even Konstantin Dmitrievich Ushinsky-the founder of Russian scientific pedagogy in his works wrote that only the individual is subject to act on the development and definition of personality, that only the character can form a character. It is the character, and not written on paper laws and regulations, which tomorrow may lose their force.

So what is it that we must rely up on education of the new generation? What to strive for? To the standards of quality of training and education checked for years or to new ideals of skill of teaching? We are -future and current teachers -we can only continue to speculate on this topic and anxiously or hopefully wait for new professional standards.

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Directions and mechanisms of optimization and development of rural ungraded schools in Russia

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Abstract

The issue of rural ungraded schools is rather relevant nowadays as they have a set of specific problems that are peculiar only for them. These problems are the reason for closing rural ungraded schools down. Main directions and mechanisms of optimization and development of rural ungraded schools are considered.

Key words: rural ungraded schools, modernization of education system, implementation of learning services, remoteness, rural area, rural schoolchildren.

Social, economic and political processes in modern society presume the modernization of the entire education system, which is particularly relevant for rural schools. Rural schools located in remote rural settlements are characterized by a small number of both schoolchildren

and teaching staff, due to job cut in rural areas and migration of employable citizens. The majority of rural schools are ungraded ones and have a number of specific problems peculiar only for them, for example, such as remoteness from the centers of culture, science and education and methodical centers, lack of professional literature, lack of scientific and methodical recommendations on management of ungraded schools. Nevertheless, rural ungraded schools are an integral part of the education system in the Russian Federation as, according to A.L. Lomakin, the modern rural school is a complex organization the effective work of which is provided by administration and teachers, their interaction with the of students' parents and children themselves [5].

The activity of ungraded schools is regulated by such normative acts as: the Constitution of the Russian Federation, the Federal Law "On Education in Russian Federation", the Federal State Educational Standard of Primary General Education, the Federal State Educational Standard of Secondary General Education, the Federal State Educational Standard of Basic General Education [6].

The process of modernization of the education system is associated with a change in the structure, content, implementation technology of the educational process, system of payment. All these factors influenced the process of both the organization of the ungraded school and the management structure of this type of education institution. Therefore, the government of the Russian Federation adopted resolution No. 871 "On restructuring the network of educational institutions located in rural areas". It is paid attention to some important issues that should be solved immediately. We define some of them:

- outdated material and technical base;
- lack of human resourcing;
- insufficient level of financial security;
- lack or insufficient development of modern communication and transport;
- low quality of education [3].

As a result, the lack of a clear strategic scheme for the development of rural ungraded schools has led to some negative results, namely:

- rural schoolchildren fall behind in general cultural level and quality of knowledge;
- rural schoolchildren regard low competitiveness for admission to universities;
- rural schoolchildren lack of communication skills, life experience due to the isolation of social communication;
- outdated material and technical base of most rural ungraded schools.

The aim of optimization of the activity and development of rural ungraded schools is to create conditions for the formation of modern education models of rural ungraded institutions focused on the implementation of learning services of high quality, accessibility, efficiency within the city and regional educational systems. Tasks of optimization of the activity and development of rural ungraded schools are the following:

- development of new organizational and pedagogical models of an ungraded school, improvement of the quality of learning services that rural ungraded schools provide by the modernization of the pedagogical process;
- incorporation of ungraded schools into city educational networks in the framework of the formation of an open (including information) education space;
- implementation of the effective regulatory environment of the activities of the ungraded schools in order to improve the material, technical and educational bases.

The main directions and mechanisms of optimization and development of rural ungraded schools are identified by:

1. Improving the quality of learning services provided by rural ungraded schools by the modernization of the pedagogical process, which implies:

- development and implementation of proposals of the basic curriculum and its financial support on the basis of improvement of the way of calculation of subventions taking into account specifics of ungraded schools;
 - development of specialized programs and education and methodical complexes based on the principles of complexity, integration and interdisciplinary scientific knowledge;
 - substantiation, testing and implementation of models for students of different ages (including complex, multi-age, modular, integrated and other educational technologies);
 - development of models of education quality management in ungraded schools on the basis of the outcome-based approach within city and regional systems.
2. Increasing the availability of learning services in ungraded schools including them into city education networks:
- development of new models of learning services and mechanisms of management improvement;
 - development of models of city education networks where ungraded schools are included, as well as development of the mechanisms of resource support;
 - creating conditions for the organization of students transportation and providing their livelihood in boarding schools;
 - development and implementation of regulatory support models for general education informational support, continuous pedagogical education in the field of information and computer technologies, distance education space, improvement of technical base and software.
3. Efficiency improvement of learning services in ungraded schools:
- development and implementation of regulatory bases for ungraded schools;
 - development and testing of financing models for ungraded schools;
 - development and testing of resource support models: models of pre-teaching and in-teaching, models of technical and methodical support [1,8].

The specific character of rural schools is determined not only by a set of objective factors that provide only potential opportunities to improve educational work with rural students but the successful implementation of which largely depends on their reasonable use in specific conditions. This specific character is determined by the advantages of pedagogical activities in rural areas, namely: more characteristic and noticeable display of the best traditions of folk pedagogy; a clear idea of the teachers about children and their lifestyle, their relations in the family and among peers; their careful attitude to traditions, authority of teachers, force of public opinion; belonging of the majority of parents to one labor staff, their residing on the territory of the village, their constant communication with colleagues out of school; good conditions for pupils preparing for life in the village, agricultural work.

Thus, from a mode of struggle for survival the rural ungraded school has turned to the active updating of the best traditions. A public school has now gained greater independence and should directly build relationships with society as the main customer for education.

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