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Модель достижения целевых ориентиров по развитию личности в условиях психологически комфортной образовательной среды в сельской школе

Введение. Нормативно-правовые документы в сфере образования четко обозначают требование построения в каждой образовательной организации развивающей образовательной среды. При этом важным условием её функционирования выступает одна из характеристик – психологическая комфортность. Исследование формирования и поддержки такой среды представляется актуальной проблемой и для сельской школы, особенно в контексте достижения целей развития актуальных качеств личности информационного мира.

Цель исследования – обосновать и разработать модель достижения целевых ориентиров по развитию личности в условиях психологически комфортной образовательной среды в сельской школе.

Материалы и методы исследования. Основной способ – триадичный метод информационных критериев, дополняющие – анализ литературных источников по проблеме, моделирование.

Результаты исследования. Модель достижения целевых ориентиров по развитию личности в условиях психологически комфортной образовательной среды в сельской школе получила научное обоснование и текстово-графическое выражение (оформление). Модель представлена ступенчато, включает 7 уровней, которые в единстве определяют варианты формирования востребованных современными вызовами и угрозами качеств личности как составляющей «навыков XXI века» у обучающихся сельских школ. Модель определяет совокупность вероятных форм образовательной среды, выделенных по критерию «возможность развития востребованных в современном мире качеств личности при условии психологического комфорта»; позволяет а) выявить возможные комбинации этих личностных качеств, детерминирующих создание разных вариаций-типов образовательной среды; б) проанализировать направления и траектории, по которым может осуществляться формирование и развитие среды для обеспечения сформированности востребованных параметров личности. Модель в некотором роде есть аналог морфологического ящика, позволяющего с учетом контекста конкретной сельской школы определить наиболее оптимальный вариант развития качеств личности в образовательной среде, «настроенной» для приоритетного совершенствования самостоятельности, инициативности, вовлеченности, субъектности, рефлексивности и уверенности всех её субъектов.

Значимость исследования. Результаты исследования развивают педагогическую теорию образовательной среды в контексте достижения целей современного образования и обеспечения психологического благополучия субъектов в обучении. Разработанная модель может быть применена не только в условиях сельской школы (хотя создана она именно в рамках исследования общеобразовательных организаций, расположенных на сельских территориях), но и в городских школах с поправкой на конкретный контекст. В управленческом аспекте результат в виде модели признается ценным знанием для административных работников общеобразовательных организаций любого типа.

Ключевые слова: сельская школа, образовательная среда, принцип психологической комфортности, информационный критерий, триадичность

Introduction. Regulatory documents in the field of education clearly indicate the requirement to build a developing educational environment in each educational organization. At the same time, psychological comfort is an important condition for its functioning. To study the formation and support of such an environment is an urgent problem for rural schools, especially in the context of achieving the goals of developing the actual qualities of the personality of the information world.

The purpose of the research is to justify and develop a model for achieving targets for personal development in a psychologically comfortable educational environment in a rural school.

Materials and methods of the research. The main method is the triadic method of information criteria. Additional methods are the analysis of literary works on the problem and modeling.

Research results. The model for achieving targets for personal development in a psychologically comfortable educational environment in a rural school has scientific justification and textual and graphical expression (design). The model is presented in steps. It has 7 levels, which together determine options for forming personality traits that are in demand by modern challenges and threats as a component of the “21st century skills” for students in rural schools. The model determines the total of probable forms of the educational environment, identified according to the criterion “the possibility of developing personality traits that are in demand in the modern world, subject to psychological comfort”. It allows a) to identify possible combinations of these personal qualities that determine the creation of different variations-types of the educational environment; b) to analyze the directions and trajectories which can be used to form and develop the environment for the required personality parameters. The model is an analogue of a morphological box, which, taking into account the context of a particular rural school, allows to determine the most optimal way for developing personality traits in an educational environment “tuned” for the priority improvement of independence, initiative, involvement, subjectivity, reflexivity and confidence of all subjects.

Significance of the research. The results of the study develop the pedagogical theory of the educational environment in the context of achieving the goals of modern education and ensuring the psychological well-being of subjects. The developed model can be applied not only in rural schools, but also in urban ones, adjusted for a specific context. As for the managerial aspect, the result in the form of a model is valuable knowledge for administrative workers of educational organizations of any type.

Keywords: rural school, educational environment, the principle of psychological comfort principle, information criterion, triad

For Reference:
Introduction

International and Russian works identify problems of determining the targets of modern education. The most important place belongs to the development of personality traits as one of the components of “skills of the 21st century” along with basic skills and competencies. Thus, the materials of UNESCO underline the importance of rethinking education with an emphasis on achieving universal well-being [1]. The same document contains a quote from Confucius (551-479 BC): “Education gives confidence. Confidence gives hope. Hope gives peace” as an epigraph to the Introduction, which emphasizes the decisive role of education in the modern world for acquiring a sense of comfort in life [1, p. 14]. Nowadays there is no precise definition of the educational goals, but the trends in their development are quite clear [2]: the conceptual framework of education includes the development of relevant personal qualities. Various countries of the world work actively to form lists of skills and personality parameters necessary for any person in the 21st century [3]. Wagner, who studied this problem in the United States [4], has identified “seven survival skills” based on a survey of many leading employers. They are: critical thinking and problem solving, cooperation, adaptability, initiative and enterprise, obtaining and analyzing information, curiosity and imagination. A similar survey conducted by the Council for Industry and Higher Education (UK) has also shown that employers are interested in so-called “soft skills” and abilities that are not directly related to the field of professional activity. At the same time, the top 10 of the most important are confidence (80% of elections), good character (75%), honesty (83%), teamwork and communication skills (85 and 86%, respectively) [5].

Feidl C., Bialik M., Trilling B. in the work “Four-dimensional education. The competencies students need to succeed” [6] have the same ideas, linking 21st century meta-learning with knowledge, skills and character.

The OECD project "Education 2030", which complements the UN initiative "Sustainable Development Goals" (SDGs), also defines guidelines for helping each student become a whole person, realizing their potential and contributing to the formation of a common future based on the well-being of people [7]. “Education should not just bring young people into the labor market; it must equip students with the skills they need to become active, responsible and engaged citizens.” [7, p. 4]. At the same time, independence is treated as a navigator in a complex world of uncertainty. The concept at the heart of learning is "mutual assistance" – interactive, mutually supportive relationships that help students move towards their important goals. “In this context, everyone should be considered a student – not only students, but also teachers, school leaders, parents and communities” [7, p. 4]. In our changing world, learners will need the ability to learn, self-regulation, emotional skills (particularly empathy, self-confidence), transformative competence (creating new values), challenging adaptability, curiosity, and openness to new things. Acceptance of responsibility is the third transformative competence [7, p. 6]. Engagement is a design principle for moving towards changes at the ecosystem level: “Teachers, students and other participants should take part in the development of curricula from the very beginning” [7, p. 7].

At the same time, the issue is closely connected with the problem of the educational environment (ecology) and its developmental opportunities. In the context of education in rural schools, the emphasis is on providing its high-quality “for low-income families” [8].
The rural school has always attracted the attention of researchers since the existence of educational organizations in rural areas (approximately from the middle of the 19th century). Scientists have always understood the fundamental difference between the educational process in a rural school and an urban one. However, the general trend in Soviet times (20th century) determined the task of equalizing the living conditions of the city and the countryside, and therefore, it neutralized the specifics of the life of a rural school compared to an urban one. However, this “gap” still exists nowadays, and the rural school forms a specific subsystem of the Russian education system. The well-known scientists interested in the study of rural schools are: L.N. Tolstoy and K.D. Ushinsky (creation of a theoretical foundation for the Russian rural school), G.F. Suvorova (content of education and organization of education in a rural small school), V.A. Sukhomlinsky (education by means of nature, social environment, agricultural labor), S.T. Shatsky (interaction with rural society), L.V. Baiborodova, M.I. Zaikin (the idea of education of different ages, the specifics of the educational process in a rural school), A.M. Tsirulnikova (variability in the organization of rural schools); M.P. Guryanova, G.I. Reprintseva, V.R. Yasnitskaya (value bases of upbringing and socialization in the educational process of rural schools and rural society), R.M. Sheraizina, Z.B. Eflova, V.S. Danyushenkov, E.E. Sartakova (professional development of a rural teacher).

Foreign scientists study various contexts of education in a rural school and the professional work of its teachers: the processes of social partnership of rural schools with each other, with scientists from local universities, when research practice is the subject of partnership [9]. According to forecasts and foresight studies, the development of rural school education necessarily includes the corporatization of rural schools [10], which seems to be one of the conditions for creating a psychologically comfortable educational environment in the classroom [11]. There is "brain drain" from the village to the city, which is almost impossible to stop in the current socio-economic conditions [12]; the ecological-systemic approach to teaching in rural areas [13] and the problems of self-education of teachers in rural schools are recognized as relevant [14].

In recent years, educators have been interested in forming the educational environment of a rural school which ensures the achievement of targets set by modern society: T.N. Gushchin, Yu.N. Salnikov (targets for the formation of a psychologically comfortable and safe environment in a rural school) [15]; A.K. Lukin (developing potential of the educational environment of rural schools) [16]. Some scientists study general issues of the educational environment: S.V. Zhuravleva (historical review of forming the concept "educational environment" in pedagogical science), O.A. Lodde (the origin and development of ideas about the "educational environment" as a fundamental unit of the educational system), N.I. Demidov (analysis of approaches to the concept "educational environment" in the scientific thought of the 20th century); O.V. Evtikhov (types of educational environments in modern education) [17]; Yu.S. Manuilov (environmental approach in education) [18]; S.D. Deryabo (educational environment for developing the personal potential of the younger generation); N.P. Nechaev (educational potential of the educational environment); V.I. Slobodchikov (developing educational environment); V.A. Yasvin (examination of the school educational environment) [19] and others.

Directions of safe pedagogy and substantiation of the principle of psychological comfort as the most important in the pedagogical process are developing more and more clearly within the framework of pedagogical science. I.A. Baeva [20], N.P. Bad’ina, V.N. Aftenko (assessment of psychological safety and comfort of the environment),

The problem of the educational environment relates to the question of the goals of education. Their achievement can provide this environment. A clear definition of the modern goals of training and education is in its infancy, however, the competence-based format of goals, their dependence on the specifics of the VUCA world is generally recognized. When defining the essence of the concept "modern educational environment" according to the OECD strategic documents (the OECD program "Learning Environment Evaluation Program (LEEP)"), research by McKinsey & Company, "... the aim of the education is not only to give a person a set of ready-made knowledge, social scenarios and a basis for mastering a certain professions, but also to provide the foundation for life-long learning and successful socialization. Therefore, it is relevant to describe the modern educational environment through the so-called soft skills, i.e. universal life skills" [22, p. 22]. This resonates with the position of foreign scientists [23], according to which the educational environment should form a person's self-confidence. Four types of spaces in the educational organization can help to achieve it: complementary activities; "supportive" places for relaxation, solitude and reflection; large spaces for physical development and skills of self-organization, self-regulation; self-service areas that give students a respect/disrespect experience. Such a conceptual vision implies that the modern educational environment has opportunities for the development of: independence, initiative; involvement; reflexivity and subjectivity. Accordingly, the criteria for assessing the quality of the educational environment and the forming guidelines should be based precisely on the implementation of these opportunities in various areas of school practice. An important criterion for the quality of the educational environment and goal-orientatedness is the safety and ability of participants in the educational process to resist aggressive manifestations, including in the information field of the digital environment. An additional evaluation criterion is the degree of participants’ satisfaction (students, parents, teachers, heads of educational organizations, etc.) with the educational environment and process [22, p. 22]. As we can see, the criterion for realizing opportunities for the development of the qualities of a successful personality demanded by the time determines the attitude of the participants in the educational process to the educational environment. Taking into account the last two criteria (safety and degree of satisfaction), it leads to the version of the examination of the educational environment proposed by I.A. Bayeva [20].

Thus, the actual problem is to form a developing educational environment that has psychological comfort and at the same time the possibility of deliberately creating a situation of leaving comfort zones for subjects in order to implement the development of their personality, taking into account modern social demand. We are trying to solve the problem with the help of a new categorical-system methodology. It is becoming more and more popular and is a highly heuristic search platform that allows to generate new knowledge in scientific fields (including pedagogy) and “pack” them into convenient formats for understanding, transmission and application (G.D. Boush, V.I. Razumov [24]). In our research, we use the method of "a set of information criteria". Its essence we explain below in "Methods".
The basis of the research is the ideas of creating a special educational environment that provides opportunities for the development of the personality, who is in demand by modern society and have qualities as involvement; initiative; independence; reflexivity; subjectivity; confidence (high morality).

The methodological basis is the principle of psychological comfort of education, the interpretation of which is in [25] and categorical-system methodology. The main method is the "Series of information criteria" (SIC). An information criterion is “an information unit, a portion of information that conveys one of the qualities of a cognizable object” [24, p. 108]. A number of information criteria is “a set of information criteria organized on the basis of the methodology and methodology for the formation of a “Series of information criteria” as a refinement of the methods for presenting information in the schemes of the final information flow and the “order of objectives” method” [24, p. 108]. The SIC method is the following sequence of actions:

1. Identification of elementary attributes in the object (in our case, educational environments that provide opportunities for the priority development of one or another personality quality demanded by modern society play this role).

2. Revealing the logic of the emergence of selected attributes (qualities) in an object: in our case, the logic of developing personality traits “security → involvement → initiative → independence → reflexivity → subjectivity → confidence” determines the creation of appropriate educational environments that contribute to the solution of a specific priority task.

3. Formation of a qualitative model of the object in relation to the information criterion that ends the series (in our case, this is the quality of the individual – confidence, and, accordingly, the creation of the type of educational environment necessary for the priority development of this quality).

The SIC method has not yet found wide application in pedagogical science, however, it has a great heuristic systematization potential and opens up new opportunities for building classifications and models in the science of education.

The formation of a moral creator is the main purpose of the educational environment [15]. Taking it into account, and a certain set of relevant personal qualities of a representative of modern society (security (feeling of security), involvement; initiative; independence; reflexivity; subjectivity; confidence; high morality) and the application of the categorical method "SIC", we propose a model of goal setting in the educational environment schools to solve the problems of modern education in a situation of psychological comfort (see Fig. 1).

Works devoted to the problems of the modern educational environment have an opinion that the quality of modernity can only be attributed to such a variant of the environment where there are opportunities for the development of the individual as a confident subject in the logic of “security → involvement → initiative → independence → reflexivity → subjectivity → confidence” [22; 23]. In this version, we made it possible to build the author's sequence of personal qualities, since we see just such a continuity in their dynamics, taking into account
the main provisions of the theory of subject-oriented technology [26]. Figure 1 shows a model for achieving targets in the educational environment of the school to solve the problems of modern education in a situation of psychological comfort. The main criterion of the environment here, as well as the basis of the model, is the possibility of developing one or another quality of the Personality and becoming an active, confident, highly moral subject. Moreover, this criterion applies to all participants in educational relations (students and teachers).

Let us explain the essence of building such a model based on the method “A number of information criteria” [24, p. 107].

The categorical method "SIC" reflects the formation and development of the qualitative characteristics of the object of study by building a series of information criteria (SIC). In our case, the object of the research is the development of personality traits in a comfortable educational environment that are correlated with the requirements of the time. At the same time, each quality acts as a factor that determines the characteristics of the educational environment and its opportunities for the formation and development of this priority quality along with other personal parameters. These qualities are in a certain sequence, taking into account the fact that any subsequent quality reflects the greater systemic nature of the object-bearer of qualities in comparison with the previous one. Each information criterion (IC) is a composite one, including all ICs of a "lower level". A qualitative model consisting of cells including IC triads reflects this construction (see Fig. 1). Each such triad consists of two ICs, reflecting the qualitative characteristics of the object, and the third IC, the highest in the series [24, p. 109].

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**Figure 1** A model for achieving targets for personal development in a psychologically comfortable educational environment in a rural school.

Figure 1: EERS – educational environment in a rural school.
The logic of constructing a cellular structure-model is in the idea of the entry of any previous IC into the next IC as its part. The whole model is relative to the IC that ends the given series, becoming a generalized image of the object, taking into account all the qualitative characteristics, since all other ICs are its qualities. In our case, the “highest” quality criterion is the personality quality “confidence”. The composition of IC pairs is determined by possible IC pair combinations. The vertical and horizontal rows of the model are formed by a set of cells, one of the elements of which is constant, and the other changes according to the IC sequence. At the same time, the lower level of the design is a set of the simplest forms-variations of the object, the basis for the creation of which is some of the IC. The highest level is represented by the IC, which reflects the most complex qualitative characteristics of the object [27, p. 198-200; 28, p. 208-209].

So, as a basic characteristic of the educational environment in a rural school, we choose the possibility of developing one or another personal quality of the subject of educational relations, namely, confidence (the basis of the model is the criterion for the formation of a person as an active highly moral confident subject) (PQ – personal quality). We also assume that in the process of a person’s life in the educational environment of a school, their personal qualities are formed and developed in a certain order in priority:

- **K1** – safety (security) as a PQ;
- **K2** – involvement as a PQ;
- **K3** – initiative as a PQ;
- **K4** – independence as a PQ;
- **K5** – reflexivity as a PQ;
- **K6** – subjectivity as a PQ;
- **K7** – confidence as a PQ;
- **K8** – EERS (educational environment in a rural school, which is considered as a set of conditions-opportunities for the development of the personal parameters indicated above).

We underline that the model does not imply a rejection of the opinion that the development of personality traits occurs simultaneously, in a complex manner. Here we mean the priority formation of individual qualities that more successfully arise and develop on “some base” of already formed personality parameters. Let us describe the content of individual forms-varieties of the educational environment and the opportunities they create for the development of the above-mentioned personality traits as constituent information criteria of the "Series of Information Criteria" (SIC) method and reflecting the complication of the educational environment in the process of its evolution and formation to increase the opportunities for developing the personal qualities of educational participants of a rural school.

The essential content of the personal qualities identified above (information criteria K1–K7), the development of which should be directed by the educational environment of a modern school, is below.

**K1 – Safety (security).** In this case, safety is understood as a sense of security of a person, which he feels as an integral result of interaction with the environment: a person feels calm, the environment seems completely safe, not aggressive, not having threats of a physical or psychological nature. A sense of security is a basic need of a person, which allows to move further and feel comfortable, experiencing favorable emotions in situations of “intense passion” (L.V. Baiborodova characterizes the comfortable educational work of a rural schoolchild like this [29, p. 24]).

**K2 – Involvement.** Having a sense of security, it is possible to create conditions that stimulate the inclusion of a person in various types of vigorous activity, the establishment
of social contacts with other subjects in the process of interaction; development of a sense of common responsibility for the work of a group, team, detachment, collaboration of participants in educational relations. Involvement in co-existence occurring at school, as a rule, is realized by a person external to the student’s personality – a teacher, an older friend, a class leader, a parent, etc. The quality of involvement is close to a quality of a higher order – enthusiasm, which can act as a motivational factor for improving the next quality, which is already inherent in a participant in educational relations as an active participant in events occurring within the framework of the educational process – initiative.

K3 – Initiative. A participant in the educational process begins to be active in transforming the world. Now he is able, with a little support of other subjects of the educational environment, to actively influence the ongoing transformation of the surrounding world, school reality, its parameters, and his own activities in it.

K4 – Independence. The quality of a person that characterizes the ability to act without external prompts and instructions to perform any actions, to implement acts of behavior. The name of this quality unambiguously determines a sufficiently high level of formation of human volitional processes, the ability to determine a goal and build an activity plan, take responsibility for planned decisions and actions, transformations and influence the world (oneself, others, the environment).

K5 – Reflexivity. The ability to understand what happened or what is happening, anticipate the future. If a person is able to evaluate co-existence through reflection, it indicates that the environment allows to do this, that there are appropriate educational conditions that favor the meaning-forming actions of analysis, synthesis, and evaluation. This parameter is the main attributive characteristic of the subject.

K6 – Subjectivity. The ability of a person to plan their activity, to set and adjust goals, to realize motives, independently build life plans and evaluate their compliance with the plan. The term is beginning to enter pedagogical research and practice as a designation of a socially valuable quality of a person, which must be formed in the educational process in order to implement the principle of student’s activity [30].

K7 – Confidence. The quality of a person associated with a sense of inner strength, faith in oneself, in one’s ability to move forward, solve problems, overcome difficulties, perform actions without fear of making mistakes. The state of confidence ensures the free movement of internal energy when all mental processes are activated; self-esteem is adequate; a person is characterized by a sufficient level of creativity; balanced psychological well-being; high achievement motivation. Self-confidence is a fundamental indicator of a strong personality, effective in the life of a person who sets goals and achieves them [31].

K8 – EERS (educational environment in a rural school) determines its variety depending on the development opportunities provided.

The resulting series of information criteria serves as the basis for constructing a typologized model for achieving targets for personal development in the EERS (see Fig. 1). The lower level of the model is represented by separate types of EERS:

- EERS – safety (security) PQ (Q810);
- EERS – involvement PQ (Q820);
- EERS – initiative PQ (Q830);
- EERS – independence PQ (Q840);
- EERS – reflexivity PQ (Q850);
- EERS – subjectivity PQ (Q860);
- EERS – confidence PQ (QK870).
These variations of the educational environment, taken separately, cannot represent opportunities for a full-fledged process of personal development. However, they give the name to the subtype of the EERS and set the basis for the types of environment that include two components.

At the second typological level, the defining element of the two-element core of the cells is the person's sense of security, which gives a number of combinations with various ICs of a higher order (PQ821-PQ871):

- EERS safety (security) PQ / involvement PQ (PQ821);
- EERS safety (security) PQ / initiative PQ (PQ 831);
- EERS safety (security) PQ / independence PQ (PQ 841);
- EERS safety (security) PQ / reflexivity PQ (PQ 851);
- EERS safety (security) PQ / subjectivity PQ (PQ 861);
- EERS safety (security) PQ / confidence PQ (PQ 871).

The third level of the model is a set of types of EERS, a constant element of which is the possibility of forming involvement in combination with more “highly developed” personal characteristics from the sequence (PQ832-K872), etc.

The most complex variations of the EERS are at the top of the model, because for their implementation, such developmental opportunities are responsible as the opportunity for the development of reflexivity (implies the ability of the participant to comprehend the educational relations of the process and the results of their activities); subjectivity (reflecting the ability of a person to be a strategist of their activity, independently and on a reflexive basis to find solutions to the tasks set (including cognitive ones) in various ways); confidence (as in a certain sense the “final”, the highest link in the sequence, ensuring the “birth” in a comfortable educational system environment of the school of a highly moral subject confident in his abilities as a self-developing system).

Thus, in accordance with the content and logic of the “Series of information criteria” method, each level of the obtained typologized model of the EERS (vertically) is a set of cells, one of the elements of which is constant, and the other changes according to the sequence of personality qualities (PQ) developed by the environment. The constant element in each case is the next in order in the sequence the quality of the personality. The opportunities for the development of PQ are available in the environment, correlated with the IC of a higher order, which reflects the growth of the developing capabilities of the environment and, accordingly, the increase in its systemic and organizational complexity.

It is worth emphasizing that, according to [27; 28], the two-element core of the cells in the model does not mean the impossibility of implementing other variations of the EERS in the educational process of a rural school. They can appear, but play a subordinate role in comparison with the types of EERS, which form the core of this variation. Elements of the core will determine the goals, objectives and content of a particular format of the environment. So, for example, in the presence of the educational environment "reflexivity of the PQ / independence of the PQ", the predominant parameters of the educational environment are precisely the possibilities for implementing the development of reflexivity and independence of participants in educational relations. However, in such an environment, there may and will be realized opportunities for the development of security, involvement and initiative as additional to the above-mentioned elements of the core, as well as “higher” elements of the environment. They determine the development of subjectivity and confidence of participants in the educational process, but not in priority holistic form, in the format of using individual techniques and elements, their combinations.
According to the heuristic nature of the “Series of information criteria” method, the formed model of variations in the educational environment of a rural school determines the totality of probable forms of the educational environment, identified according to the criterion “the possibility of developing personality traits that are in demand in the modern world, subject to the psychological comfort of their formation.” The resulting qualitative model makes it possible to identify possible combinations of such personality parameters leading to the creation of different variations-types of EERS, and to analyze the directions and trajectories along which the formation and development of EERS can be to ensure the formation of the above personality traits [24]. For the educational process, the form of the model is also characteristic and symbolic. It is a “ladder”, reflecting the gradation, the gradual development of personality qualities, where the “rise up” symbolizes the developing process in the educational environment that is gradually enriched and saturated with additional resources. The lower part of each horizontal row of the cell can be correlated with the process of consolidation and actualization of a specific quality of the personality of the subject of the environment, while the vertical is the achievement of a higher level of formation of one or another personal quality in new environmental conditions.

Depending on the specific goals, objectives and conditions of the educational process and the state of the educational environment where it takes place, we can choose different “trajectories of movement” for the development of personality traits. From this point of view, it is important that all trajectories lead “up”. We can choose and implement the longest trajectory (the lower base is the right vertical in the model), which implies the sequential “switching on” of all types of EERS that are possible with a choice of the criteria basis for constructing the model, and the process of gradual formation of personality traits with their subsequent development. We can take the shortest trajectory (diagonally – up the steps), contributing to a more rapid formation of personal qualities, but also suggesting a higher "tension" of the environment (within the limits of maintaining comfort). There is the possibility of all intermediate options: not only the progressive development of personality traits and the corresponding transformations of the environment (all the time upwards), but also progressive isogressive, involving some progress horizontally (fixing some elements of the environment, giving them stability, "social hardening" of the existing personality traits) preceding the rise up, as well as "stepping back" if necessary, to clarify or correct something.

The idea of creating this model appeared within the framework of the 2019-2022 initiative project "Psychological comfort of education in a rural school" [25], which included 10 regions of Russia. The participants of the experimental work were 3223 respondents (excluding the organizers): students from rural and urban schools, their parents, teachers and administrators of educational organizations. As a result of the joint research activities of scientists and practitioners, several models for the formation of a psychologically comfortable educational environment with a different ideological foundation were identified and substantiated. However, the aim of all of them is to solve the problem of forming a successful personality in the information society. So, models were based on: the idea of digital transformation (in what environment is it comfortable for children of z and α generations to study?); ideas of collaborations and cooperations of a rural school with other educational organizations and social institutions; ideas of folk culture (folk education), preservation of traditions; ideas of social and natural ecological balance; ideas of democratization of the educational process; the idea of binarity (duality) of preparing a rural schoolchild for a future life in the countryside and in the city. A pilot version tested the
construction of various developing educational environments and obtained intermediate results, confirming the possibility of developing the personality, in particular, a sense of security, independence, and reflexivity [32]. However, the formative stage of experimental work is seen as the perspective of this research (2022-2025) and the presentation of its results will be the subject of another scientific article.

The discussion of the results

The authors of the article have justified and, using the method "Series of information criteria", developed a model for achieving targets correlated with the requirements of modern society for the development of the individual in a psychologically comfortable educational environment in a rural school. The ideas presented are consistent with the main concepts of UNESCO materials [1; 3] and the OECD [7], which do not contradict our proposed model for the development of personality qualities in demand. We accept the ideas of a) foreign colleagues about the relevance of including in the conceptual framework of training the formation of the world’s challenges and threats, in addition to competencies and basic skills, such personality traits as safety (security), involvement, initiative, independence, reflexivity, subjectivity, confidence [6]; b) Russian scientists: about the educational environment and its expertise (S.V. Zhuravleva, N.I. Demidova, V.A. Yasvina), about the targets for the formation of a psychologically comfortable and safe environment in a rural school (T.N. Gushchina, Yu.A. Salnikova), that in the educational environment, harmony should be ensured between situations of psychological comfort and a reasonable way out of it to ensure the process of personality development (A.K. Lukina) [16]; c) subject-oriented technology in the educational process (L.V. Baiborodova). We share the opinion of the researchers in the field of education and socialization of modern pedagogical science on the specifics of the interaction between teachers and schoolchildren in the educational process, due to the informational stage of world development [26; 33 and others]. However, when developing a theoretical structure, the main guidance for us was the specifics of the rural school and education in it, taking into account the requirements of the humanitarian paradigm of education, which sets the psychological comfort of education at school as a prerequisite, and hence the environment in which this education is implemented. In addition, the main tool of building the desired model is the categorical-system methodology, and specifically, the “series of information criteria" method [35, p. 198-200; 36, p. 208-209], which makes it possible to systematize the possible ways (trajectories) of developing an educational psychologically comfortable environment, each has its own version of the formation of actual personality traits.

Conclusion

Thus, the proposed model allows to see the development prospects not only of the system of demanded qualities of the subjects of the educational environment of the rural school, but also to manage the processes of its development in the right direction, correlating the existing goals and objectives of the period with the resources and capabilities of the environment. The model opens up prospects for its approbation in the conditions of an educational organization located in a rural area. At the same time, the basic constructs of building a model (with the necessary correction for the situation) can be adapted to the conditions of an urban school.
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