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## Designing School Development of epy Indigenous Small-numbered Peoples of the North

**Zoya S. Zhirkova\***

*M.K. Ammosov North-Eastern Federal University in Yakutsk  
58 Belinskiy Str., Yakutsk, 677980 Russia*

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*This article discusses an actual problem of designing the development system of rural schools; factors of implementation of the development project for rural schools. It presents an example of the organization of educational activities in rural schools with specific living conditions, people's work, peculiarities of micro environment of the North, as well as the interaction of institutions in the sociocultural sphere.*

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The main task of the Russian educational policy is to ensure the quality of education through the preservation of its fundamental nature and meets the current and future needs of the individual, society and the state.

The school is the most important factor in the humanization of social and economic relations, the formation of new vital installations personality. A developing society needs educated, ethical, entrepreneurial people who can independently make important decisions in a situation of choice predicting the possible consequences, are able to cooperate, characterized by mobility, dynamism, constructiveness having a strong sense of responsibility for the fate of the country.

Today, the state support of innovative programmes of all types of educational institutions

is aimed at the modernization of their material and technical base, the introduction of new programmes and technologies, and, in general, the improvement of the quality of education, its interdependence with the economy of the country and its regions.

The education system as a social institution of society largely reflects the level of development of the community and the requirements that it imposes to it. At the same time, keeping the most important function in the transmission of culture during the social and cultural crisis of society the education system is an active component of crisis management and incentives for the development of social relations. The democratic and public nature of the education management, the autonomy of educational institutions,

their independence in the development and implementation of their educational programme (Russian Federation Law., 1996) allow education authorities at the federal and regional level, as well as the local institutions of general education promptly and adequately meet the social demand of the population for educational services.

A programme to improve the above process cannot be implemented without a quality design. The project cannot be separated from the surrounding conditions and their development. The project implementation occurs in a dynamic internal and external environment that has a certain effect on it. Under certain conditions, each of these effects could have a negative impact on the project. So, the direct (nearest) environment of the project and its future environment should be considered in advance.

The substantial circumstances of designing the development system of rural schools are: geographical location, climatic conditions, history of the country (region), political and economic situation, society, law and justice, science and technology, culture, ecology, infrastructure and social institutions. However, the degree of influence of these factors for various projects is different and social (educational) projects are the most susceptible to the influence of the external environment.

As part of the project and practical activity considering the project as its complex synthesized product aimed at the creation or conversion of the existing reality, which because of its complexity and specificity contains a number of directions both structural and content, it is necessary and appropriate for the development and implementation of the project to stick to the following requirements of the effective organization of design:

1. Solving a large amount of tasks requires cohesion, coherence, coordination of specialists' actions and division of labor.

2. Achieving certain objectives depends on the availability, method and procedure for the use of resources (scientific, professional, financial, logistical, informational).

3. Development and implementation of the project is possible by ensuring well-functioning organization of actions for the system management, its development and decision-making within and outside the system.

4. The essential condition for the success of the design is the motivation as a means to stimulate activity, the process of motivation of those involved in the project.

5. The aim of the project must be clear and precise down to the limit, setting a variety of purposes or their additions during the design process results in the fact that they are implemented only partially, with a minimum degree of efficiency.

6. The success of the design is highly dependent on who is the initiator and on the role played by its members.

7. Design is usually closely related to the local features and cultural specifics. The key to the success of design is the guide of its implementation taking into account the specific features.

Objectives of the project may evolve in the course of the implementation of the pedagogical project under the impact of changes in the environment of the project and the obtained intermediate results, therefore, the goal-setting should be viewed as a continuous dynamic process that analyzes the current situations, trends and, if necessary, adjusts objectives. At the same time the principles of pedagogical design should remain unchanged.

The project approach in the development of the secondary education system in rural areas has not yet found a proper distribution. One of the reasons is that there is no clearly built methodology of this kind of design, and

its educational and legislative means were not classified. Paradigms, models, tools, types and levels of complexity of pedagogical design of rural educational institutions remain poorly disclosed and described. Meanwhile, the project approach allows building systems of rural schools in clear theoretical and methodological positions, improving its workability, making it more focused and effective.

According to V.D. Symonenko, the design processes are characterized with the hierarchical, information and logic and functional structure. The first type of the structure reflects the relations of occurrence of one task in another, and the second type – communication between tasks and project operations. The logical and functional structure describes the logic of the interaction of tasks and project operations, that is, the algorithm of the design process at various levels of dissection.

The project nature of education is also recognized in a wider context, as the formation is always required by the society to meet the needs and historical perspectives of development. (Symonenko, 1997)

The modern rural school is focused on the creation of conditions for the development of an initiative, creative individual able not only to survive in the present conditions, but also to fulfill oneself, to show social initiative, to act as an active subject of transformation in the agricultural society. In the new conditions occurs the process of rethinking the purpose of school and its place in the education system, the main objectives and functions (Danilov, 1988).

Rural schools in the Republic of Sakha (Yakutia) develop with due account for the specific living conditions, people's work, especially the microenvironment of the north, and also in accordance with the industrial and economic, social and educational map of the area they find an individual direction that in the given conditions

solves a particular social, spiritual, psychological, philosophical task in the microsociety better.

Due to the unique situation of the rural schools activities we have developed a programme of social and educational initiatives for the creation of a new type of educational institution. Tomponsky nasleg (village) was selected as the place of the experimental work, Topolinsky Secondary School of the Sakha Republic (Yakutia) became the base.

During the experimental work we have tested the model of a new type of the educational institution as an open social system and an educational process based on the development and improvement of the literary form of the native language. Our *objective* was to promote and develop the literary form of the Evens language, to revive the traditional culture of the Evens people and enrich it in conjunction with culture of other nations.

Therewith, we proceeded from the *assumption* that the use of the native language on a par with the Russian language would create a national language environment, form a national self-consciousness of students, learn native history and culture, that the equal knowledge of Evens and Russian would accelerate the intellectual development of a child.

The solution of the problem required a comprehensive approach: creation of the national language environment; in-depth study of the Evens language; preparation of students for life and work in the real world with national culture and native language, experience of traditional economic management and ethnic lifestyle, in view of time requirements that arise in the transition to the new social and economic relations; the use of the ethnopedagogy the framework of which consists of the national language and culture for the organization of the educational process.

In the Tomponsky nasleg the middle generation of the Evens i.e. parents of the

contemporary Evens, finished school outside the native language and culture and were educated at boarding schools with the full state support. Conversations with them revealed that generally they are aware of their ethnic identity and understand that the means of revival of the nation and its culture is the national language.

Defining further spread of the experimental work in the field of continuous education we proceeded from the fact that the rural school teaches children and teenagers learning language, culture and history of the particular people, in accordance with the contemporary challenges of the education system on the basis of the inclusion of students in the ethnic and cultural tradition. However, the rural school is not confined to itself; it is a system that is open to the integration of foreign cultural components for inclusion through the national, regional and federal components in the context of the development of the modern civilization. Furthermore, as correctly noted by experts, the rural school as a social and cultural institution should be based on the principle of continuity, and by accumulating experience of the past use it creatively taking into account changes of conditions of the ethnos existence. These are the basic positions of the experimental work.

One of the factors of cultural life of the people is the presence of a literary language. The birth of the literary form of the language and its further improvement is in direct relation with the growth of the people's culture – a carrier language speaker, a developed folklore and its professional artists. The presence of the literary language, on the one hand, promotes language development, accelerates the development of mass education of all kinds of literature, science, art and other forms of culture, and on the other hand, unites the once disparate clans and tribes across the North-East region of the country in one Evens nation, wherever its representatives may live.

Topolinsky Secondary School prepared to transit to the status of the experimental site very thoroughly. First of all, they identified the level of the national language knowledge of parents, the language environment in the family social life, the knowledge of the national language of children of preschool and school age, the attitude of parents and students towards education in Evens. The activities of the kindergarten “Olenyonok” and a local school in previous years, the creative potential of the teaching staff were thoroughly and impartially analyzed. To work in the experimental classes and groups the most qualified teachers speaking the Evens language were selected.

In accordance with the approved programme in the experimental work a set of measures was carried out, which helped us to develop and formulate the basic ways, methods for the revival of the language and culture of the indigenous peoples of the North within the activities of educational institutions.

The effectiveness of the research can be seen in the results of the intraschool monitoring of the language and culture development.

Firstly, the creation of the networking cooperation between institutions of the social and cultural sphere: family – kindergarten – school – the ethnographic center “Garpana” (Sunbeam) gave a positive result in not only improving the quality of the educational process, but also in broadening the language environment.

Secondly, the study includes data from 1927 to 2007. The monitoring revealed a number of factors that influenced the process of the language and cultural development of students. So from 1942 to 1959 the native (Evens) and Yakut languages were not taught at schools. Only since 1995 begins the systematic in-depth study of the native language and culture.

Thus, in accordance with the basic fundamental approach to the improvement of

Comparative analysis of the native (Evens), Yakut and Russian languages learning in group classes of the Topolinsky Secondary School

Group-classes by years	1927-1931	1935-1938	1938-1942	1942-1959	1959-1962	1962-1977	1977-1980	1980-1988	1988-1995	1995-2004	2004-2007
Evens	2	2	3		4			4	6	9	15
Yakut	2	2	4						6	11	11
Russian			4	10	10	10	10	14	19	22	22

schools of the indigenous peoples of the North providing a maximal degree of approximation of education to the life of population, the following proposition is put forward: to create such types of schools that do not tear children away from their parents, families in which they preserve the language, culture, traditions of economic management adequate to living conditions of the people. (Zhirkova, 1998)

Over the years the restructuring processes have been the focus of educational authorities, principals, and teachers, parents and trustees. The models that can efficiently rebuild educational network and give children a quality education are established and practiced in the regions of the Russian Federation.

Under restructuring we understand such an organization of the regional system of education that would provide high quality of education and its accessibility through the more efficient use of material, personnel, financial and management resources on the basis of their cooperation, as well as enhance the competitiveness of education. According to T.V. Abankina, it is impossible to offer the subjects of the Federation one or several standard solutions for the restructuring processes and the general scheme operating in all regions. The more decisions are closer to local conditions, the more they are more effective. (Abankina, 2007)

A new social production situation identified new types of schools. One of the features of the organization of education in rural schools is the

networking cooperation. Networking is preferred based on the principles of cooperation:

1. Joint educational activity.
2. A common information space and resources to implement activities. (Abankina, 2003)

A major focus of the comprehensive modernization of education is to develop an educational network of rural schools.

The Topolinsky Secondary School’s staff tracks the dynamics of changes and how the experiment affects parents, teachers and students. On the basis of deep self-examination, the results of questioning teachers, students and parents, the school staff proceeded to the next stage of the experimental work.

Based on the educational needs of the individual and family, needs and perspectives of the social and cultural development of the rural areas of the North, as well as the social formation of a creative, independent, self-sustaining individual, the Topolinsky Secondary School’s staff is implementing a project on the topic: Networking cooperation of the support secondary school and the nomadic kindergarten schools “Aylik” (Perfection) taking into account the traditional way of life, labor and economic management.

The idea of the project is to create optimal conditions for the development of each student, the use of progressive traditions and customs of the northern peoples in the educational work, establishment of the strong link between

education of indigenous children with traditional crafts and modern production in accordance with the socio-economic conditions. (Zhirkova, 2009)

Thus, networking cooperation will give a positive result on conditions that each of the members of the network has a quality resource;

the voluntary distribution of fields between the network members for the in-depth study and creation of a quality resource; the mandatory qualitative increment when using the networking resource; the network-wide resource formation; the consideration of ethnic features in organization the educational process.

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## Проектирование развития школ малочисленных народов Севера

**З.С. Жиркова**

*Северо-Восточный федеральный университет им. М.К. Аммосова  
Россия 677000, Якутск, ул. Белинского, 58*

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*В данной статье рассмотрена актуальная проблема проектирования системы развития сельских образовательных учреждений; факторы реализации проекта развития сельских школ; представлен пример организации образовательной деятельности в сельских школах с учетом специфики быта, труда жителей, особенностей микросреды Севера, а также сетевого взаимодействия учреждений социокультурной сферы.*

*Ключевые слова: проектирование, факторы, сельская школа, родной язык, сетевое взаимодействие.*

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