Peculiarities of Organizing Process of Educating Students in Secondary Schools

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Abstract

The purpose of this article is to analyze peculiarities of organizing educational process of students in secondary schools. Analysis of the problem field has shown that processes in modern society (globalization, digitalization, active use of online learning formats, massification of education and access to online courses) lead to changes in the portrait of students and school graduates. The organization of learning and education processes has shifted the emphasis to the student's personality, and educational models taking into account the concept of individual educational trajectories and a personality-oriented approach. The novelty of the work lies in the description of the experience of implementing a comprehensive educational program in the private school "Funscool" using the example of functioning of two structural divisions: a children garden and a school. Special attention is paid to issues of psychological and pedagogical work with children and teenagers at risk.

Keywords: individual educational trajectories, digitalization, education, motivation, harmonious development, psychological and pedagogical work with children and teenagers at risk

1. Introduction

The education system must provide a person with continuity of education throughout his life. Changes that are taking place in modern society, namely: the processes of globalization, digitalization and automatization of technological lines, lead to changes in the requirements for specialists in the labor market, as well as in the portraits of graduates of higher educational institutions and schools. And although it is too early to talk about what form education will take in the process of modernization that accompanies changes in society, some trends are already visible:

1.1 Transition to Blended (Hybrid) Learning Formats and the Emergence of Online Education Technologies

The pandemic period is characterized by an increase in the frequency of use of electronic materials, as well as the development and use of various digital products: software provision, applications and virtual (VR) technologies. Hybrid learning formats, in particular synchronous online learning, should be more dynamic, as they are focused on the "clip" thinking of modern students. Online technologies often do not take into account the specifics of work in the virtual space of the classroom, simply transferring the techniques and methods of organizing work into face-to-face formats. The ability to quickly move students between rooms for online learning formats allows for an emphasis on the development of critical thinking, in particular: collecting, analyzing and synthesizing information. No the difficulties of working in a virtual space: a decrease in emotional involvement, loss of eye contact, etc., it is necessary to emphasize the importance of using software whose situational arrangements allow the development of emotional intelligence.

1.2 New Curricula for a Changing Reality

Automation of production has shown the need to develop digital competence and digital literacy among students in both secondary schools and higher educational institutions. The difficulty lies in the issues of material and technical equipment, which are curreedrntly being resolved within the framework of the implementation of national and regional projects. The experience of international companies, which have been motivating employees to switch to using personal electronic devices (Bring your own device — BYOD) with the installation of the necessary licensed software, is useful.

1.3 Globalization and Online Learning in International Groups Are Shifting the Emphasis to the Use of Person-Centered Approaches

The emphasis in education on individualization, personalization and adaptive personalization is based on the transition to various learning formats, for which the student's personality, his psychophysiological characteristics become determining the individual educational route or individual educational trajectory. The prospects and difficulties of designing the learning process based on a person-centered approach have been analyzed in sufficient detail in the literature (Blokhin, 2014; Derkunskaya, 2016; Grishaeva, 2002). It is of interest to consider the set of activities of each educational institution as an example of an educational ecosystem. According to modern trends, it is customary to consider an educational institution as an ecosystem with a scholastic approach to the formation of the personal characteristics of a future citizen, which is one way or another reflected in the missions of schools. The ecosystem approach in education is still at the stage of standardization of both the necessary methodological base and static data. Educational ecosystems are defined as networks of interconnected and diverse subjects participating in the process of learning/upbringing/development throughout the entire period of operation (Derkunskaya, V.A., 2016). Supporting children's initiatives as a condition for educating a preschooler as a subject of activity and behavior (Federal state, 2010; Grishaeva, 2002; Ilyin, 2009). Educational ecosystems connect students and communities to achieve their individual and collective potential. They are diverse, dynamic and constantly evolving. The purpose of learning ecosystems is to create a prosperous future for people, communities and the planet. This idea was previously reflected in the works of the scientific school of A.V. Khutorskoy and the principles of human-centered learning (Shipareva, 2023; Khutorskoy, 2011). Each person has his own system of life coordinates, in relation to which he lives and acts, establishes value foundations, and realizes his own path (Khutorskoy, A.V., 2011). The ideology of human conformity is a system of views and ideas in which people's attitude to their education, life in society, and their role in the history of the family, clan, people, and humanity is realized, accepted and evaluated (Khutorskoy, 2011). The individual in each student as a person is a reflection of the universal. The mission of the student in education is the realization of not only the individual, personal principle, but also the social, universal one (Khutorskoy, 2011).

When forming educational ecosystems, work should be organized at three levels:

1) Taking into account personal growth and student well-being.

2) Level of educational institution. It is important that the educational ecosystem is an inalienable object for the team, which is created for itself, and not for a task with subsequent transfer to third parties. This is the fundamental difference between ecosystem projects in education and most economic and industrial projects that are created "for a task".

3) The level of partnerships and network interactions, both at the regional and federal scales, is the implementation and embodiment of the mission of the ecosystem project, its contribution to solving global problems, such as: sustainable development, achieving issues of social and economic justice. For secondary schools, examples of the formation of educational ecosystems are still flagship, while for higher educational institutions definitions of the ecosystems and all activities for students harmonious development are described in the programs. Nurturing environment is considered as a territorially and event-limited set of influences and conditions for the formation of personality, which acts as a factor in the internal and external psychosocial and sociocultural development of the individual.

Educational programs developed for both secondary schools and higher educational institutions are based on several approaches, namely: personal-social, axiological, activity-based, systemic and event-based approaches.

Personal-social approach — consideration of education as an effective sociocultural practice that ensures the student's personal growth, achievement of personal maturity in the context of the expectations and attitudes of the family, society, and the state for the formation of each new generation of socially significant qualities, social maturity and civic position (Asmolov, 2012; Kashekova, 2020).

Within the framework of the personal-social approach, civic, patriotic, spiritual and moral education is implemented.

- *Axiological approach* — perception of education as a process, the main content of which is the values developed by Russian society over the history of its existence. This approach allows for the implementation of spiritual, moral, aesthetic education.

- *Activity approach* — consideration of education through the prism of social activity that meets a specific human need and demonstrates his attitude to the world. The approach itself and certain types of activities can contribute to the development of the student's personality. Within the framework of this approach, a set of measures for labor and physical education is implemented.

- *Systems approach* — the perception of education as a set of activities or a system, connections and relationships between the components (principles, values, goals, objectives of education) of which allow it to acquire a new quality in comparison with the totality of the qualities of its parts. Within the framework of this approach, environmental education is implemented, promoting familiarization with the values of scientific knowledge.

- *Event-driven approach* — consideration of education as a joint existence (co-existence) of students and teachers, based on the unity of values, principles and emotions. Taking this principle into account, a calendar of events is drawn up for the academic year, which allows for the implementation of aesthetic, spiritual and moral education (Lyakh, 2010; Marchenko, 2009; Menshikova, 2023).

Compared to educational programs for secondary schools in educational programs for higher educational institutions, the emphasis from the formation of the personal characteristics of the graduate is shifted towards the formation of respect for work, careful attitude, and responsible consumption; transition from primary ideas about professional fields to the development of professional competencies; self-discipline, organizational and leadership qualities — the creation of self-government bodies; subject-subject interaction becomes important; prioritization of initiative, independence, self-realization of students in educational and extracurricular activities, social partnership in the joint activities of participants in educational and educational processes (Menshikova, I., 2023; Mikhailova, 2001; Shipareva, 2023; Povoroznyuk, 2013).

To both for secondary schools and for higher educational institutions, work with children and adolescents at risk, with signs of "deviant behavior," is of exceptional importance. One of the priority areas of work with this group of students is an integrated approach, the creation of a unified educational space. Mutual cooperation with other preventive organizations allows us to jointly choose an individual approach for each student, study his interests, support him, and help him overcome the problems that hinder him. The currently observed increase in the number of students at risk is associated with the deterioration of the social situation of families, the political situation and work with children from families affected by military operations. The economic situation leads to an increase in the percentage of dysfunctional families who do little to deal with the problems of raising and developing children. An integrated approach and the combined efforts of the school and parents will eliminate chaotic and inconsistent actions, stabilize and normalize the physical, mental and spiritual health of students.

For all students in the school ecosystem, it is recommended to create individual support from a psychological service, tutor support, and also, within the framework of the additional education system, to introduce students to elective disciplines aimed at developing leadership qualities, the ability to work in a group, and also carry out constructive communication. As part of the author's developments, the article presents the program of the discipline "The Path to Success," which has been tested at several academic sites (Menshikova I., 2023; Mikhailova, 2001; Shipareva, 2023; Povoroznyuk, 2013). The purpose of this article is to analyze the features of the organization of the educational process for preschool, as well as primary, basic and secondary general education, taking into account the experience of the private educational institution "Funscool".

2. Methodology and Research Methods

When writing this article, the scientific basic method of theoretical and empirical research was used: methods of monographic research, questionnaire survey, methods of working with specialized software products, Internet sources, methods of analysis, synthesis, comparison, induction and deduction.

3. Results and Discussion

According to the theory of generations, created by Neil Howe and William Strauss, certain characteristics of generations can be identified, changing every 20-25 years (Asmolov, 2012; Blokhin, 2014; Derkunskaya, 2016). Supporting children's initiatives as a condition for educating a preschooler as a subject of activity and behavior. Pedagogical science and modern education: Collection of art. Generation Z includes children born after 1996-2000 (Blokhin, 2014; Derkunskaya, 2016). They are characterized by development in an environment of electronic devices, which often leads to dependence on virtual digital technologies. Such children are independent, well versed in the operating algorithms of electronic devices, and can easily organize the search for the necessary information using the Internet. For many, the virtual and real worlds do not have clear boundaries. In matters of socialization, students have serious problems: modern children aged 4-6 years old begin to use

digital devices early and spend a lot of time in the virtual space. Students of the new generation are characterized by a quick reaction speed, do not tolerate delays and unfilled pauses, cannot concentrate on one type of activity for a long time, quickly process information, and hyperactivity syndrome is often common among them. They do well in multitasking mode. To a greater extent, they are characterized by visual thinking, so they use emojis, memes, and emoticons.

Taking into account research data conducted by the Institute of Developmental Physiology in 2021, children 4-5 years old are characterized by the following psychophysiological features: high level of development of visual memory (65.7%) and visuospatial perception (>90%), low rates of speech development (28.4%), difficulty concentrating (44.6%) (Figure 1). 60.6% of children 4-5 years old have insufficient duration of night sleep (less than 10 hours), and every fifth child (20.5%) sleeps less than 9 hours (Derkunskaya, 2016; Grishaeva, 2002; Ilyin, 2009; Kashekova, I.E., 2020; Khutorskoy, 2011; Kozlova, 2000).
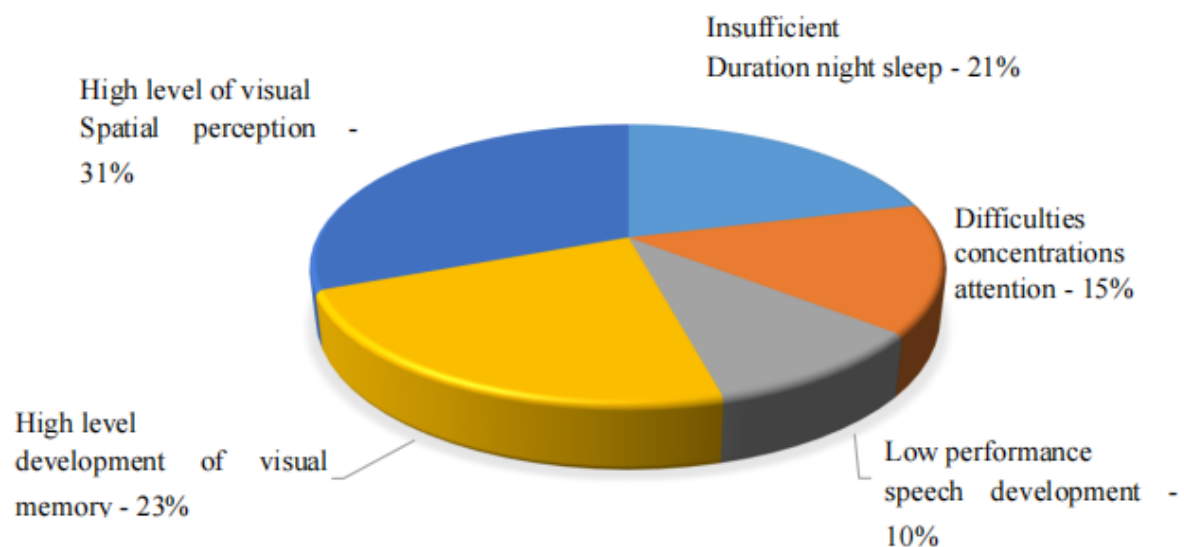

Figure 1. Features of psychophysiological development of children 4-5 years old according to data from the Institute of Developmental Physiology (Derkunskaya, 2016)

In accordance with Health Government Policy, the duration of walks for children 3-7 years old should be 3-4 hours every day, but on weekdays 19.9%. Spend no more than 30 minutes on the street; 27.9% walk for no more than an hour; 39.8% for 1.5 hours, and on weekends children often do not go outside at all.

Only 8.5% of 4-5 year old children do not use electronic devices (ED) in everyday life. The majority of children 4-5 years old (69.5%) use a smartphone, while 31.7% use various electronic devices from 30 to 45 minutes a day, and a quarter of children of the same age (25.4%) use electronic devices up to 1.5 hours a day.

Currently, education is experiencing a shortage of modern technologies related to methods of personal development. In kinder gardens, the emphasis is on cognitive development with less attention on social and personal development (Khutorskoy, 2011; Kozlova, 2000; Lyakh, 2010; Marchenko, 2009; Menshikova, 2023). To organize the educational process, it is necessary to take into account the psycho-emotional characteristics of each age group. Thus, the period from one to three years is characterized by the emergence of independence in the child; joint activities with parents (educators) are very important, who open the world around the child and also teach the first communication skills. During this period, practical thinking prevails in the child, he learns to reproduce emotional reactions according to the situation, and the first signs of independence appear (Lyakh, 2010; Marchenko, 2009; Menshikova, 2023). Since at this time the child's self-esteem begins to form and at the same time a close emotional attachment to the parents is maintained, their support and attention lay such character traits as self-confidence, independence and trust in the world around them. You can maintain motivation for the cognitive process through various role-playing games with speaking out the emotions that each participant feels. It is important to develop emotional intelligence, the ability to empathize and show compassion. During this period, it is still difficult for children to restrain negative emotions, so in case of conflict it is better to support the child, give him the opportunity to cry and make sure that his feelings are shared. It is very important to develop sensory perception: this can be a light massage or the use of toys made from different

materials and different textures. In children gardens of Funschool network, in addition to toys made from natural materials, so-called interactive sandboxes are installed, which allow you to project images onto the sand and include games in such sandboxes as an element of activity. Additionally, it significantly develops fine motor skills.

Closer to 3 years old children have the first crisis occurs, associated with the manifestation of independence. In order to successfully overcome this period, parents can assign certain areas of responsibility to the child — for example, cleaning toys, maintaining order in the room, or taking care of a pet. This will help build independence, responsibility and self-discipline. In the future, various types of games (role-playing, verbal, musical and artistic) become increasingly important. With the help of games, the child develops vocabulary, musical and artistic ear. In order to maintain motivation to learn new skills, it is important to offer various types of activities, carefully monitor how comfortable the child is in participating in them, and also gradually accustom them to the need to complete the game or task they have started. It should be noted that, depending on the age of the children, teachers in Funscool kinder gardens follow a clear daily routine, as well as all routine moments: long walks (at least 2 times a day), interactive learning formats and minimize the time of using electronic devices in classes while increasing the proportion of time allocated for free and role-playing games. For each group, the walking time is at least 1 hour, and the process of being in the fresh air itself is clearly structured:

- The first 10 minutes are devoted to observing seasonal phenomena in living and inanimate nature.

- Then, for 10 minutes, children are involved in various work activities: collecting leaves or seasonal flowers for a herbarium, maintaining order on the veranda or plot, decorating the area taking into account the upcoming holidays.

- For activation and physical relaxation, the next 20 minutes are reserved for outdoor games.

- And at the end of the walk, children are necessarily given 20 minutes of free time so that they can organize a role-playing game. To stimulate imagination and fantasy, children have free access to toys and equipment.

In the preschool period, as well as in the lower grades, it is considered absolutely natural for a child to change hobbies, hobbies and clubs, as this helps to form a range of interests. Typically, problems with motivation can arise in situations where parents do not support the child's choice and force them to engage in a certain type of activity. Often during this period there is an active formation of a false sense of shame, for example, if a child is unsuccessful in some activity and is about to quit the club (Mikhailova, 2001; Shipareva, 2023). Here it is important to understand the reasons, establish a trusting relationship with the child, help him learn to articulate emotions, sometimes naming what he is experiencing. And also, after any failure, do not lose confidence in yourself.

The transition from kindergarden to school and studying in the lower grades is very important for a child, since during this period his social "I" begins to actively develop. Already during the school period, motivation can be divided into several spheres: internal and external. A child's intrinsic motivation is influenced by his relationships with parents, teachers and classmates, as well as by his previously formed range of interests and cognitive ability. If we talk about external motivation, then the organization of the learning process, the style of relationship between the teacher and the class, the general atmosphere in the school, as well as the system of additional classes largely determine whether the child will be able to maintain interest in learning and learning new information. It is very important that the teacher creates a supportive atmosphere, instilling a culture of relationships between students and developing emotional intelligence. Various types of joint activities: holidays, excursions, as well as projects and preparation of theatrical productions help to unite the team of students, as well as give them the opportunity to try different roles, demonstrate leadership and organizational skills.

In the lower grades, students do not have permanent interests; the program of additional classes is designed in such a way as to systematically form primary ideas about various professional fields. By the end of primary school, students, based on their experience, as well as the recommendations of class teachers, psychologists and teachers, will be able to form permanent interests, as well as understand the area — the zone of success in which they will be interested in advanced study of disciplines. Schools in the Funscool network implement an early career guidance program as a result of training in modules of various types:

- **Technic Skills** — a module that focuses on the development of technical abilities. This module provides for the study of such disciplines as: robotics, 3D modeling and prototyping, programming.

- **Art Skills** — the learning process is aimed at developing the creative abilities of students through music and theater workshops, classes in fine arts, as well as architecture and design, and the basics of animation.

- **Mind Skills** — within the framework of this block, the development of critical and analytical thinking takes place in classes in logic, combinatorics, TRIZ.

- **Health Skills** — a center for early physical development has been formed at the school; it is possible to

attend classes in dance, choreography, sambo, acrobatics, volleyball, football, as well as a swimming pool.

- **Language Skills** — in this block of linguistic disciplines it is possible to study English with a native speaker, foreign literature in English, as well as Chinese.

- **Social Skills** — when attending classes in world artistic culture, economics, financial literacy, as well as social science (in English), children develop communication skills, critical thinking, and the ability to establish cause-and-effect interactions.

- **Science Skills** — the natural science block forms research thinking, which allows you to connect together fragments of various theoretical teachings. As part of classes on ecology and ESG technologies, practice-oriented classes in chemistry and biology, as well as natural science in English, students not only conduct experiments, but learn to plan individual research, which can later be implemented in the form of independent projects.

At school, designing the educational process taking into account individual educational trajectories makes it possible to take into account the psycho-age characteristics of various groups of students (Menshikova, 2023; Mikhailova, 2001; Povoroznyuk, 2013). The new state standard of general education introduces for the first time requirements for orientation towards personal results, including "the readiness and ability of students for self-development and personal self-determination, the formation of their motivation for learning and purposeful cognitive activity, systems of significant social and interpersonal relationships, value-semantic attitudes reflecting personal and civic positions in activities, social competencies, legal awareness, the ability to set goals and make life plans, the ability to understand Russian identity in a multicultural society" (Grishaeva, 2002).

At the same time, changes in the assessment system and assessment criteria are necessary: instead of conforming to a definite answer (like tests), the ability to formulate, argue, express one's point of view, look at a task in a non-standard way, find personal meanings of knowledge, make one's own choice, show initiative and creative activity. The condition for the development of these qualities is not the assimilation of ready-made knowledge, but action in conditions of uncertainty, through independent practical activity, experimentation, research, and play. The interaction between the teacher and the student must also change — from a directive style — to partnership communication, building a dialogue. According to A.G. Asmolov, "it's time to get rid of social blindness and see that the function of education is to introduce a child to universal human culture, that education is a way of developing a personality, and not pumping it with information" (Khutorskoy, 2011). Specialists from the National Research University Higher School of Economics have identified three groups of universal competencies that a graduate must have in order to be successful in the VUCA world. The third group is associated with interaction with oneself, understanding oneself. Understanding your desires, goals, self-organization, awareness of the boundaries of your education and literacy (Ilyin, 2009).

From the 1st grade on wards, each student is given an individual diagnosis and the compilation of a portfolio with the following psychophysiological characteristics (see Example in Appendix A):

1) Creative potential and creative fulfillment.

2) Motivation.

3) Type of nervous system.

4) Handedness.

5) Emotional and anal sphere.

6) Personal characteristics.

7) Leading modality.

Taking into account the recommendations of psychologists, the teacher draws up technological maps of the lesson, plans types of activities, and also develops final and intermediate assessments, differentiated by difficulty levels.

Thus, the use of the method of differentiation according to various criteria and the competent determination of zones of proximal development for each student makes it possible to implement the principles of individualization of learning in the most comfortable environment. It is important to emphasize the need to develop functional literacy, that is, the ability to apply theoretical knowledge to solve specific applied problems (Table 1). Structural division "Funscool" has high requirements for the quality of education and the use of modern pedagogical technologies. The use of various interactive learning formats, such as quests, gaming applications, group work on cases, can increase motivation and reduce fatigue.

Table 1. Data from a statistical survey aimed at analyzing the reasons for the decline motivation of students (Blokhin, V.N., 2014; Derkunskaya, V.A., 2016)

Main reasons decrease in student motivation	Proportion of surveyed respondents who chose this answer option	Types of activities for modifying technological lesson cards
Inconsistency between the difficulty level of tasks and individual characteristics students	42%	Using differentiated tasks By difficulty level
Gradual decrease concentration during class	55%	Dynamic pauses
Absence interest in the topic among students	55%	Interactive formats training, gamification techniques
Lack of mention of the practical application of acquired theoretical knowledge in various fields	54%	Analysis of company cases, career guidance events: inviting practitioners, organizing excursions

In the pedagogical approach, the concept of "deviant behavior" is identified with the concept of "disaptation" (Menshikova, 2023; Mikhailova, 2001; Povoroznyuk, 2013). A student's deviant behavior can be of the nature of both school and social exclusion. The structure of school disruption, along with its manifestations such as poor academic performance, impaired relationships with peers, and emotional disturbances, also includes behavioral deviations — disciplinary violations, absenteeism, hyperactive and oppositional behavior, smoking and lies. As noted earlier, when working with all students and especially with children and adolescents at risk, it is important to design the additional education system in such a way as to level out manifestations of disaptation; develop communication skills, emotional intelligence, introduce a healthy lifestyle and create individual success stories. The teacher implements educational opportunities in joint practice-oriented and personally significant activities. For teachers of the additional education system, when working with students at risk, it is important to establish trusting formats of interaction, involve parents in joint activities, teach them to participate in dialogues, and formulate their point of view.

Structural division Funschool implemented the author's course "The Path to Success" for students (Menshikova, 2023; Mikhailova, 2001; Povoroznyuk, 2013). If we analyze the prerequisites for the creation of the discipline, it should be noted that in the information society, the development of individual creative activity becomes a national problem. Arguing about the cultural and historical development of society following Yu.M. Lotman A.G. Asmolov comes to the conclusion that the reason for the regression of human communities was "the depletion of the stock of potential readiness for change" (Povoroznyuk, 2013). The proposed approach to the development of creative activity of students within the framework of the course "Path to success" is based on students systematically completing thematic assignments and filling out an additional creative portfolio, which is considered as a tool for recognizing oneself as a creative person and developing creative potential. When designing the lessons, the principles of the complementary semantic approach were used (Derkunskaya, 2016; Grishaeva, 2002), reflecting the desire for a holistic picture of the world and the mutual influence of various areas of life based on imaginative thinking and personal comprehension, such as:

- Spatial modeling of the educational process;

- Complementarity and intersection of science and art;

- Interdisciplinary recursiveness;

- Visualization of the image-sign;

- Resource tactics;

- Alternative solutions;

- Associative connections.

The combination of science and art, the identification of key points of intersection of various areas, which constitute the specifics of the complementary-semantic approach, make it possible to form more generalized concepts and structure the internal picture of the world on the basis of personal experience. The program of the course for extracurricular activities to develop the creative activity of junior schoolchildren "The Path to Success" is based on the principles:

• Systematicity (topics are repeated from year to year with deepening and complication according to age

characteristics).

• The child's activities and initiatives (he decides which works to put in the portfolio, and can change his decision).

• Individual approach.

• Cooperation (child - parent - teacher).

The teacher's activities aimed at unlocking the creative potential of students are based on several general principles.

1) *The principle of balance of non-adaptive and adaptive activity* — those spontaneous activity (not determined by specific goals and assessments of results) and targeted. To do this, the lesson should consist of two parts of equal duration: unstructured, during which the adult follows the child's activity, and structured, when the adult gives tasks, directing the child's activity.

2) *The principle of building education* based on children's initiatives and interests. The main pedagogical method here — observation aimed at noticing and supporting manifestations of children's creative activity.

3) *The principle of problematicity*. Conditions should be organized for the child in which he obtains knowledge himself. This principle is implemented in the research and project activities of students, as well as in the introduction of student self-assessment forms into the assessment system.

4) *The principle of providing choice*. When the student himself chooses the type and degree of complexity of the task, the method of solving it and the materials to use, he takes a subject position and takes responsibility for the result, which also stimulates his own activity.

5) *The principle of individual approach*. It is difficult for the child himself to understand how he differs from others, and the task of an adult is to — help him realize his individuality, characteristics, needs and interests.

6) *The principle of diversity of positions* taken by an adult when interacting with a child. Along with traditional forms of communication between the teacher and students, interaction on equal terms is also necessary.

7) *The principle of positive feedback, or "reflected subjectivity"* (V.A. Petrovsky) — The teacher needs to notice the student's manifestation of initiative (authorship, subjectivity) and give him positive feedback (for example, "Did you come up with this yourself?", "How did you do it?"), as a result of which the child realizes himself as an author.

In the course content you can see the principles of the complementary semantic approach (Grishaeva, 2002), which help the teacher can effectively convey information to the student, and the child, based on his own life experience, can assimilate it efficiently and quickly. **The principle of complementarity** speaks of increasing the efficiency of cognition when combining opposites, for example, the language of science (analysis) and art (synthesis). The principle of recursiveness does not imply a linear transfer of ready-made knowledge from teacher to student, but the formation of knowledge around the student's personal experience through encouragement to research, combination, stimulation of thinking and intuition, search for associations, comprehension, integration of various areas. **Principle of spatial modeling thing** is the teacher, with the help of an expressive image, metaphor, and associations, focuses students' attention on certain elements, connecting the content with practical methods of activity and emotional experience.

Each lesson consists of four stages:

1st — motivational stage *(based on the principles of: spatial modeling of the educational process, resource tactics, visualization of the image-sign, associative connections).*

Each lesson is devoted to a specific topic: "I am in the world of music", "Me and my family", "Me and my country", etc. At the beginning of the lesson, it is important to create a situation that will interest the child, include cognitive and emotional processes, and allow him to refer to previously acquired knowledge and experiences on the topic. At the same time, it is important to interest the student, create situations for self-knowledge and exchange of opinions. In the first grade, it is recommended to use elements of theatrical performance in classes.

2nd stage — work in the workbook *(based on the principles: complementarity and intersection of science and art, interdisciplinary recursivity, resource tactics, visualization of the image-sign, alternative solutions, associative connections)*

At the second stage, the student is asked to complete tasks in the workbook, allowing him to consolidate his skills and assimilate previously received information. By answering questions, the student indicates his attitude to this topic. All results add to the portfolio.

3rd stage — reflection *(is built on the principles: complementarity and intersection of science and art,*

visualization *image-sign,interdisciplinary recursivity, associative connections)*

4ᵗʰ stage — completing tasks at home, with parents (based on the principles: complementarity and intersection of science and art, interdisciplinary recursivity, resource tactics, visualization of the image-sign, alternative solutions, associative connections)

A very important condition for the development of a mature personality and creative activity is the establishment of partnerships with adults. A well-developed internal dialogue is also the key to preventing possible risks in critical situations. According to parents' feedback, as a result of completing these tasks, children and parents got to know each other better, because an opportunity presented itself to discuss: interests, preferences, family stories. Communication improved, dialogues arose that did not exist before. Children learned to express their opinions, and parents learned to listen and appreciate the child's individual manifestations, since there can be no correct and unambiguous answers.

However, education in the additional education system is not limited only to classes according to the program; outside of school hours, children participate in intraschool and extracurricular activities. Traditional annual events are a way to demonstrate achievements, as well as to reflect on values, get acquainted with ideas and rules, social norms, and immerse yourself in the profession. Appendix B contains a draft calendar of events for the structural division (private school) Funschool. In addition to ceremonial events in honor of public holidays, the school approved competitions and events to maintain team spirit, motivation for learning and individual achievements. As an example, the rules of the competition "Secrets of Enchanted Castles" can be described, which is implemented throughout the school throughout the year and in which several stages can be distinguished:

Stage 1. Introductory. To participate in the competition, class teachers assign students to mixed-age groups, each of which will represent residents of one castle. At the first organizational event, the residents of the castles agree with the team of teacher-mentors on the era, country, city / cities, correspondence to historical events, as well as the name of the castles.

Stage 2. Presentation of castles. In September, residents present their city, castle, coat of arms, and also talk about daily rituals. For special achievements: academic performance, as well as participation in school events, students receive medals, which will subsequently be taken into account in the competitive selection for various cups and prizes.

Stage 3. Solemn events. Once a year, castle residents take part in a historical ball, as well as a knight's tournament and a charity fair. The end of the academic year is celebrated with a holiday and summing up the results of competitions for receiving cups: "For outstanding academic achievements", "Leaders of the year", "Kind heart".

For 10ᵗʰ - 11ᵗʰ grades, days of school self-government are organized, as well as school parliament, which participates in organizing and holding competitions, as well as socially significant events and special events of the school.

Involving students in this kind of long-term school events allows you to establish communication between parallels, involve parents and family members in the lives of children, and also contributes to the development of students' creative abilities.

4. Conclusion

Thus, the article examines the problem of organizing the educational process and the appropriate choice of methods and approaches for a secondary school using the example of the private school Funschool. The importance of taking into account the psychophysiological characteristics of students when designing individual educational trajectories, as well as the implementation of a person-oriented approach, is shown. The following provisions can be formulated as training recommendations:

1) It is necessary to develop a system of individual diagnostics for compiling student portfolios. Creative portfolios can be used as additional ones, the principles of their creation are described in the framework of the elective course "The Path to Success".

2) For primary general education you should:

   (1) Increase the share of visual ways of presenting information, i.e., as an example, use diagrams, photographs, infographics.

   (2) During the educational process, organize dynamic breaks, and, if necessary, conduct classes together with a psychologist using elements of motor gymnastics for neuropsychological correction of students.

3) When planning classes, take into account various types of activities, as well as individual and group work formats, the duration and frequency of changes of which should be focused on the age of the students.

4)   It is important to create a supportive and trusting atmosphere, as well as develop students' emotional intelligence, the ability to analyze a situation and determine personal goals and priorities.

5)   The education program of a general education school should take into account activities that would be aimed at developing students' independence, increasing motivation and interest in the educational process, as well as individual achievements. Such events/competitions can be organized in groups of mixed age, and can also be carried out with the involvement of parents and family members. Teachers and psychologists can act as coaches or trainers, giving students the opportunity to assign roles in the group and demonstrate leadership qualities.

In general, the main tasks of the system of preschool, primary, basic and secondary general education, as well as teachers, educators and mentors in the concept of developing a harmonious personality is to take into account the individual characteristics of students, as well as the implementation of a comprehensive educational program for comprehensive development.

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Appendix A

Full name of the student (Example: Ivanov Ivan Ivanovich)

Options	*Results	Recommendations

1. Creative potential and creative fulfillment	Has average creative potential and high ability to his implementation. Good at writing stories.	Encourage initiatives, ask what is interesting, give feedback.
2. Motivation	Respect, play, parents.	Use leading motivation in the educational process.
3. Handedness	7\4, analytical, logical, eye, ear - right	It is better to sit so that the board is on the right, presenting information from the specific to the general topics. *Different types of tasks:* ● Analysis; ● Reading; ● Computations; ● Working alone; ● Proof of theorems; *Conducting experiments and analysis of results:* ● Story Analysis; ● Word parsing; ● Oshi search tasks side.
4. Nervous system	Medium-weak, mobile	Since certain difficulties in learning activities among mobile people are caused by a rapid decline in activity, loss of interest in the activity being performed (especially if it is one figurative), frequent distraction from work, they, to a greater extent than inert ones, need constant guidance and control from the teacher. They need to be helped to learn how to regulate organizing your activities and organize them properly. It is useful to specifically train pupils with a mobile nervous system to be restrained, to accustom them to before starting work. Listen to the teacher's instructions until the end. Attention in class cannot simply be demanded, but it can be developed through practice with patient reminders, repeated repetitions — shouting without reproaches and irritation. For such pupils it is necessary to receive constant attention and control from the teacher.
5. Emotional sphere	The reaction of emotional instability in a situation of overwork or loss of the usual life pattern. The need for communication, emotional involvement, and change is intensified in connection with a situation in which there is a general discomfort and a feeling of humiliation. Optimism, emotional instability, easy adaptation to different social roles, demonstrativeness, the need to please others, dependence on environmental influences, the search for recognition and the desire for belonging in interpersonal	Increased activity, rest and breaks required

	interaction.	
	Tendency to avoid responsibility. When choosing a type of activity, the greatest importance is attached to the fact that the process of activity itself brings pleasure. Any formal framework is cramped and poorly tolerated. Pronounced emotional switchability without depth of experience and inconstancy in attachments. Spontaneity of feelings, passion for fun, play component in activities. State of emotional tension, physical fatigue, discomfort. Emotional instability is aggravated by malaise, fears for one's health, and anxious feelings of impending danger. The need to get rid of problems. Repression of psychological causes and somatization of conflict. Intensity of physiological needs.	
	State instability, irritability in response to a situation that disturbs peace and complicates contacts. Sensitivity to environmental influences; the need for understanding, complicated by pronounced selectivity in interpersonal contacts and touchiness.	
	Obstacles and difficulties cause feelings of unhappiness and force one to come to terms with the situation.	
	Impatience and tension, high achievement motivation are combined with a feeling of lack of understanding and sympathy from others. Wary criticality in interpersonal relationships. Increased demands on others as a protection against one's own excessive gullibility.	
6. Personality characteristics	Need for recognition, desire for independence, seeks peace and harmony, need for stress relief.	
7. Leading modality	Audial	• Do not insist on teaching reading if the child prefers to listen to you rather than leaf through the book on his own; • When communicating, use voice capabilities: in your speech there must be pauses, intonationally colored expressions, words highlighted in a loud voice; • Purchase or download audiobooks, music (not necessarily classical works); • A student can purchase the simplest voice recorder; it will also be useful for further training; • Teach your child to pronounce the sequence of actions not only out loud, but also in a whisper or in his mind;

		• It is worth paying more attention to reading, pronouncing, and repeating the rules out loud.
		• Auditory learners are musical and easily grasp foreign languages. They are recommended to use audio materials first. When doing homework, such children may move their lips and talk to themselves. Another feature of auditory learners that causes difficulties in school is the ability to tell only from the very beginning.
		• It's easiest here with auditory learners — after all, they are logicians, well versed in clear algorithms of action, and will cope with tasks without haste and in silence. Your help may consist of talking through particularly difficult problems or equations with your child: let him first solve them out loud, and then write them down with ease. But it is very difficult for them to switch from one activity to another, so if possible, do not distract the little auditory child — it is difficult for him, while doing one thing, to simultaneously answer the phone call, go get some juice, and then get into work — this requires separate time.

Appendix B

Draft calendar of events for 2022–2023, 2023–2024 academic years

Date	Events
September	
September, 1st	**Day of Knowledge**
September, 7th-9th	**Promotion "Box of Good Deals"** (Annual competition for the largest number of socially significant actions from the class)
September, 7th-9th	**"Dedication"**
September, 14th -16th	**Team Building Games for the 1st - 11th Grades** Introducing the rules of the Team game "Secrets of Enchanted Castles"
September, 27th	**Preschool Worker Day**
October	
October, 5th	**Teacher's Day**
October, 16th	**Father's Day in Russia**
October, 25th or 26th	**Presentation of Castles by Pupils within the framework of the competition "Secrets of Enchanted Castles"**
October, 31st	**Halloween**
November	
November, 4th	**National Unity Day**
November, 10th	**Black and White Cinema Day**
November December	*Preparation for the Historical ball (Competition of Castle Residents)*

November, 24th	**Thanks Giving Day**
November, 27th	**Mothers Day**
December	
December, 3rd	**International Day of Persons with Disabilities**
December, 20th-21st	**Historical ball**
December, 28th	**New Year** **Ceremonial presentation of awards in competitions** "FunsCool Leaders" "FunsCool Star"
January	
	Solemn announcement of the second stage of competitions: "FunsCool Leaders" "FunsCool Star"
February	
February, 8th	**Russian Science Day (Science Slam)**
February, 14th	**St. Valentine's Day**
February, 23rd	**Defender of the Fatherland Day**
February, 20th-26th	**Celebration of Maslenitsa**
March	
March, 8th	**International Women's Day** (concert)
March, April	*Preparation for the knight's tournament and charity fair*
March, 27th	**World Theater Day**
April	
April, 12th	**Cosmonautics Day (Scientific brain-ring)**
April, 15th	**Knight Tournament/Charity Fair**
April, 22nd	**World Earth Day**
May	
May, 9th	**Victory Day**
May, 15th-20th	**Ceremonial presentation of Awards in competitions** "FunsCool Leaders" "FunsCool Star"
May, 18th	**Museum Day**
May, 23rd	**Annual Scientific and Practical conference "Future and Science"**
June, 1st	Children Protection Day
End of the Academic year	Tea party by class