

## **Balance pedagogy as a metodological base for integrative-differentiated teaching of rural students**

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### **Abstract**

© Author(s).The urgency of the issue stated in the article is stipulated by the contemporary requirements to rural schoolchildren education, i.e. rise in its availability, quality and degree of specialization. The Federal State Education Standards have set an urgent, but at the same time challenging task to reach not only subject but also meta-subject and personal results in the educational process. Rural students consistently show lower subject results in comparison with those of urban schools. There is a challenge to improve the quality of education in rural schools, which is enhanced by the requirement to gain new educational results by means of universal instructional activities. The purpose of the present article is to reveal the identity of the concept of “balance pedagogy” as a methodological base for integrative-differentiated teaching of rural students and to describe its specific didactic technologies. The leading approaches to the study of this problem are systematic, synergistic, integrative-differentiated approaches, theory of dynamic balance. The essential results of the paper are a) the author’s definition of balance pedagogy as a methodological base for integrative-differentiated teaching of rural schoolchildren and a means to improve the quality of education, personal and meta-subject results in rural schools; b) presentation of the main characteristics of the level-and-style differentiation technology in terms of modular teaching programme as a practical tool of balance pedagogy.

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### **Keywords**

Balance pedagogical science, Integrative differentiated approach, Rural school, Style differentiation technology, Teaching, Technology of modular teaching