

SCHOOL FORESTRIES MOVEMENT: MISSION AND STRATEGY FOR DEVELOPING (CASE STUDY OF THE RUSSIAN CITY CHITA IN THE TRANSBAIKAL TERRITORY)

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Abstract: Modern school forestries as a component of ecological education and vocational guidance are carrying out work on civil-patriotic education. They supplement the system of patriotic education, and that is why they are widespread both in urban schools and in rural areas. School forestries movement is formed on the principles of self-organization and social partnership. They are searching for strategies for networking and self-organization of their activities and missions. The purpose of the article is reflection on school forestries movement (case study of the Russian city of Chita in the Trans-Baikal Region). This reflection has two directions: reflection of implementing activities within the framework of the grant project; and the assessment of the strategic directions of school behavior in the "Forest Country" movement. The methodological basis of the study consists of three approaches: systemic, synergistic and innovative. The innovative project "Quest-technology as a means of popularizing school forestries of the Trans-Baikal Territory", implemented by the authors of the article, is aimed at reviving school forestries. The association of school forestries "Forest Country" includes 8 peripheral schools of the city of Chita and as a synergetic system demonstrates flexibility. Joining the school forestry association is an additional competitive advantage for the school in the educational services market of the city. School forestry movement originated in School No. 25 initially as a local initiative, but with the expansion of the goal it turned into the "Forest Country" association. At present, such initiatives need to be united with the regional forestry departments, and it is necessary to create a coordinating council at the all-Russian level. The movement should receive an all-Russian status, where it is likely to take a public-state form.

Keywords: the city of Chita, children’s association “Forest Country”, self-organization, competitive environment, network interaction, school forestries.

Introduction

Historical aspect: schoolchildren's and students' extra-curricular activities were regulated by the Pioneer and Komsomol (Young Communists' league) organizations in the USSR. These organizations had a clear hierarchical territorial five-step structure: school - regional (or city) - regional (regional, provincial) - republican - all-Union. The experience of organizing school forestries in the pioneer organization was extensive. School forestries were elements of a hierarchical territorial system; their activities were completely subordinated to the general ideology of the pioneer organization, its goals and objectives. In Soviet times, school forestries appeared in rural schools, in villages where there was forest industry. It was a natural integration; many enterprises took on responsibilities to help schools, the so-called "patronage". The status of "enterprisementor" - was a common phenomenon. In the villages where forestries played a town-forming function, the choice of the school was predetermined. It should be noted that in the post-Soviet period such a form of a children's association as school forestry ceased to exist. In the 2000's, schools switched to per capita financing, and educational service customers were given the opportunity to independently choose an educational organization regardless of their own registration at the place of residence. Educational organizations, in turn, began to consciously use strategies to attract students, and the fact that a school had such a children's association as school forestry became one of the effective competitive advantages in the city market of educational services.

Emerging modern school forestries, as a rule, are created on the initiative of students and school administrations. The priority shifted from rigid management in the organization to self-organization in school forestries movement. Self-organization of social processes is an important attribute of civil society. Not only state structures, but also public non-profit organizations, and private companies become school forestries' social partners. The problems of developing movement of school forestries consist in finding strategies for networking and formulating the socio-political mission of their activities in new political, economic and information-technical conditions. Regional conditions must also be taken into account. The movement of school forestry in the Russian city of Chita has specific conditions that are formed under the influence of two features of the Trans-Baikal Territory geographic location: the border position at the eastern junction of the borders of Russia, Mongolia and China; the peripheral position beyond Lake Baikal in relation to the capital of Russia - Moscow (6 thousand kilometers). The structure of the region economy is dominated by the extractive industries over the processing ones. Mineral resources and forest resources are allocated in the structure of the natural resource potential. Their intensive exploitation in the post-Soviet period has aggravated environmental and social problems. Forests are being cut down intensively in the region, and timber is exported to neighboring China, a lot of production facilities have been built on the basis of its processing for the last 25 years.

In the crisis of economic and environmental conditions of the Trans-Baikal Territory, the population is actively leaving it, moving to the western regions of the country. About 7,000 people leave the region each year. This is 19-20 people a day. The total population in the Trans-Baikal Territory (for 2018) is 1,072,806 people. If such a trend persists, then in 155 years there will not be a single inhabitant left in the region. In general, the territory is abandoned by the young economically active population, which experiences difficulties finding work and is not satisfied with the level and quality of life. The main task of the federal and regional authorities is not so much to attract migrants

from other regions to the Trans-Baikal Territory, but to provide them with various ways to keep them attached to the already inhabited territories. One of the ways to keep the population attached is educational work with children and young people to create a sense of responsibility for their land and their city. School forestries movement is a convenient form of such work, which raises a very acute problem of deforestation and directs children to work in the forestry sector, ensuring their settlement in their region in the future. The mission of the school forestries movement is not only to keep the youth attached to the territory, but also to create a positive image of the city of Chita and the Trans-Baikal Territory in the media. In itself, school forestries movement embodies this positive image. The Trans-Baikal Territory has a negative image of children's and youth's situation. Negative incidents and phenomena in the youth environment of Chita and the Territory are discussed all over the country. Central television channels "pick them up" and cultivate a negative social and youth image of the region. Shocking negative news from the life of young people in the peripheral region attracts attention - they raise the popularity rating of the channel. However, it brings only reputational damage to Chita and the Trans-Baikal region. Stories from news and television shows cause a lot of relevant inquiries in the search engines Yandex and Google, which, unwittingly, cultivate these queries. For example, when you make queries: "in the city of Chita" or "in the Trans-Baikal Territory", the search engine offers the most frequently asked queries of a negative nature.

It is clear that in the conditions of information society, the positive image of the region and the city should not only be created by real positive deeds, but also supported by investing considerable resources in it, funds that work for the investment attractiveness of the territory. Central channels without receiving such funds from the subsidized region specifically silence its positive achievements and cultivate negative ones. This is often manifested in total disregard for the region, which is not mentioned even in the weather forecast. Traditionally, the weather forecast is reported by showing the map and moving from east to west in Russia. After highlighting possible changes in the situation with the state of the atmosphere in the Primorsky and Khabarovsk Territories, the Amur Region, the Krasnoyarsk Territory the commentators often pass over to the Irkutsk Region. There is an impression that nobody lives in Trans-Baikal Territory. The authors of the article, as members of the Russian Geographical Society, one of the oldest public organizations of Russia, founded in 1845, continue its traditions in studying natural and social processes in the regions and popularizing knowledge about them. In this study, the authors acted as active participants in the movement of school forestries "Forest Country", performing work on the grant "Quest-technology as a means of popularizing school forest districts of the Trans-Baikal Territory" from the Trans-Baikal branch of the Russian Geographical Society. The aim of the article is to reflect on the movement of school forestries (case study of the Russian city of Chita of the Trans Baikal Territory) in new political, geographical, economic and information-technical conditions. The reflection noted in the aim of the article goes in two directions: firstly, it is reflection on implementing activities within the framework of the grant work; secondly, assessment of the strategic directions of school behavior in the "Forest Country" movement.

Materials and Methods

The authors of the article resorted to literature from three thematic areas to write the theoretical part. The first thematic area is devoted to school forestries and

environmental education, the second area is devoted to the philosophical and methodological issues of implementing the system approach, and the third one - to the synergetic problems of self-organization. New knowledge arose due to the projection of systemic and synergetic approaches to the new object - an expanding network of school forestries and studying the process of its transformation into an open system. Literary sources on the first thematic area were selected in the electronic library: elibrary.ru and the Web of Science database. Judging by elibrary.ru, school forestries are a popular object of scientific research, and the number of works grows with each year. The subject of research is dominated by works devoted to the environmental education (Kushnir, 2009; Radetskay, Varfolomeeva, Soroka, 2016; Radetskay, Manikovskaya, Nikolayuk, 2017) or to civil-patriotic education (Timofeeva, 2015; Yudina, 2017).

In international journals, much attention is paid to forest ecological education, and these issues are not considered in pedagogical journals, as it is often done in Russia, but along with articles devoted to forestry. For example, Alexandra N. Pitt and Courtney A. Schultz consider the issues of involving young people in monitoring the state of forests and their ecological education through vocational guidance in the article "Youth-Based Citizen Science Monitoring: Case Studies from Three National Forests" on the pages of the *Journal of Forestry* (Pitt, Schultz 2018); J. Keith Gilles analyzes the results of the summit on forestry education and expresses concern about its condition and considers the needs of the forestry profession in its key knowledge intensity in his article "The Berkeley Summit-Looking to the Future for Forestry Education" (Gilles 2015), John F. Munsell, Shannon M. McCabe, John R. Seiler consider issues of education and methods of teaching forest subjects in secondary schools, the problems of teacher training in this field in their article "Forestry Education in the US Southern Piedmont High School Science Classes" (Munsell, Shannon, Seiler 2016); Kyle Andrejczyk, Brett J. Butler, Mary L. Tyrrell, Judith Langer, in the article "Hansel and Gretel Walk in the Forest, Landowners Walk in the Forest" Woods: (Andrejczyk, Butler, Tyrrell, Langer 2016) study the issues of social marketing in order to increase environmental protection in private forest areas (family forests) and quote the words of one of the site owners, where he speaks of the forest as a space for upbringing of children, a space that creates a way of life and helps to instill desired values and etiquette.

It is worth mentioning the work by Yu.V. Melnikova and O.D. Bohinoy devoted to the initial organization of school forestry in high school among Russian studies (Melnikova, Bohinoy 2016). The authors of the article did not find any works devoted to the study of strategies and mission of forestries which were created on the basis of municipal budgetary educational institutions and formed the network (system), the development of this system, and its conceptual justification as the subject of the study. The authors of the article turned to tourism issues on forest trans-boundary sites in their previous works (Baklanov, Novikov, Ptitsyn, 2016; Kozyreva, Novikov, Novikova, 2017). The philosophical and methodological thematic area of the system approach in the domestic science is represented by the classical works by I.V. Blauberg, V.N. Sadovsky, Yu.G. Yudina (Blauberg, Sadovsky, Yudina 1970); A.I. Uemova (Uemova 1978). The thematic area of the synergetic approach in the study was presented on the basis of works by A.I. Prigozhin and M.L. Tsetlin (Prigozhin 1989; Tsetlin 1969). A number of approaches are selected as the leading methodology in the study: the systematic approach that is complemented by synergistic and innovative approaches. In a generalized form, the system is a set of interacting and interdependent elements that constitute some kind of more or less organic unity. A synergetic system does not require a goal or the goal can be

flexibly changed. The "Forest Country" association, as an example of school forestries movement, is a synergetic system, and self-organization is a cooperative effect, as ML Tsetlin interpreted it (Tsetlin 1969). The innovative approach in the work is based on combinatorial innovations, which are reflected in the classification of innovations by A.I. Prigozhin (Prigozhin 1989). Combinatorics is expressed in the cooperative interaction of schools and social partners, generating not just a number of subjects, but a new quality - the coordinated public city movement "Forest Country". From the point of view of innovation, the "Forest Country" movement can be identified as a returnable innovation that demonstrates the cyclical nature of development.

Results

Quest-technology as a means of promoting school forestries in the Trans-Baikal Territory

The authors of the article carry out a great work on promoting school forestries and involving new schools in this movement in the schools of the city of Chita. Since 2017, the authors of the article and their team have been implementing the innovative project "Quest Technology as a means of promoting school forestries of the Trans-Baikal Territory", which is aimed at reviving school forestries. The project provides for the involvement of schoolchildren of all levels of general education in the city of Chita and the Trans-Baikal Territory in competitive events organized on the basis of the children's association school forestry "Forest Country". Competitive events include a series of eco-educational quests, environmental quest competitions and thematic quest assignments for the academic year according to the project's calendar schedule. The final schoolchildren's result will be a "green scoring notebook", reflecting their individual rating and portfolio of achievements based on the results of activities aimed at saving and multiplying forest resources, preserving and strengthening the natural functions of the forest. According to the final results, the winners will be awarded at the expense of the financial resources of the grant. The interaction of social partners (the Education Committee of the City of Chita City Administration; the educational organizations of the city of Chita; the Ministry of Natural Resources of the Trans-Baikal Territory; the branch of the Federal Budgetary Institution "Roslesozashchita", the Forest Protection Center of the Trans-Baikal Territory; the Research Laboratory for Environmental Education of Zabaikalsky State University) and the applicant organization will make it possible to qualitatively improve the activity directed on maintaining pedagogical conditions for forming trainees' creative activity and supporting their initiatives in mastering the skills of environmental activities in general and popularizing school forestries, in particular. Popularization will be achieved through: creating a documentary about the development of school forestries in Trans-Baikal Territory; promoting and covering project results via scientific publications and social networks; encouraging the winners.

The social significance of the project is due to socially significant activities that have a social effect, correlated with the Strategy of the All-Russian Public Organization "Russian Geographical Society", whose members are the authors of the article. The result of this activity is a qualitatively new state of all participants in the educational process. This is a creative process that has practical significance and aimed at overcoming existing social problems, changing positively and developing the social situation: increasing schoolchildren's cognitive interest to the nature of their native land; raising motivation among adolescents for natural-science and nature protection activities; developing skills of schoolchildren's self-organization in their active participation in thematic quests;

acquiring theoretical knowledge and practical skills of natural-science and nature protection activities; joining the children's association school forestry "Forest Country"; joining the Youth Club of the Russian Geographical Society, in order to study the growing generation of the geography of their country, its historical and cultural heritage as an object of national pride; increasing the number of active children's associations of the natural sciences of the city of Chita and the Trans-Baikal Territory; employing students during vacation time; supporting gifted children in the natural sciences; assisting in choosing the future profession, vocational guidance to the forestry profession, in the field of ecology, etc.; forming ethics of responsible attitude to the environment.

The goal of the project implemented by the authors of the article is to promote knowledge about school forestry in the innovative form of educational quests for schoolchildren who have their own initiatives in mastering the skills of nature protection activities and carrying out activities aimed at saving and multiplying forest resources, preserving the natural functions of the forest. While implementing the project, the authors set a number of tasks: developing and improving school forestries movement in the Trans-Baikal Territory; identifying and encouraging students with achievements and experience in forest ecosystems conservation; generalizing and promoting innovative experience of school forestry activities; assisting in the schoolchildren's vocational self-determination for the forestry profession.

The social result achieved in the course of the project implementation manifested itself in the following processes: children joined the association of school forestries "Forest Country"; schoolchildren joined the youth club of the Russian Geographical Society; the number of active children's associations of the natural sciences of the city of Chita and the Trans-Baikal Territory increased. These results are aimed at solving the problem of an extremely low percentage of schoolchildren in supplementary natural science-oriented general education programs. The participants of the project activities received new knowledge in the field of environmental protection. The implemented measures aimed at promoting school forestries contributed to the consolidation of social partners' forces in this direction, their unification and exchange of experience in Chita and the region. A positive image of the region was created and partnership relations were established with organizations that share the ideas of the Russian Geographical Society.

The project will be further developed within the framework of children's associations, the school forestry "Forest Country» activities and provide for active involvement of regional school forestry. Techniques, technologies and project activities are replicated both in the Trans-Baikal Territory and throughout the Russian Federation. The sources of the project's resource support are the social partners of this project who provide material, consultative, methodological, and organizational assistance. The project "Quest technology as a means of promoting school forestries of the Trans-Baikal Territory" has been implemented by the team of the Trans-Baikal branch of the All-Russian Public Organization "Russian Geographical Society" since December 1, 2017. During the first four months of the project implementation, 12 mass promoting events were conducted at different venues: 1) Quest-competition of individual agitation events and school propaganda teams "For the benefit of the Trans-Baikalia nature"; 2) The school assembly, dedicated to joining the children's association school forestry "Forest Country" on the basis of school number 25"; 3) Quest-action "Live, Fir tree!"; 4) Eco-quest "Green Life"; 5) Vocational-oriented quest landing party "Forest, nature, creativity", school-based (school No 23" Kadala Mine); 6) Vocational-oriented quest-landing party "Forest, nature, creativity", school-based (school No17); 7) Vocational-oriented quest-landing party

"Forest, nature, creativity", school-based (school No25); 8) The quest of young researchers of nature "Forest Secret"; 9) School assembly, dedicated to joining the children's association school forestry "Forest country", school-based (school No17 "; 10) Quest discussion of young scholars "Convince an opponent"; 11) Environmental Quest, on the basis of the Museum of Local History named after A.K. Kuznetsova; 12) Pilot study-primary observation, questioning, processing the results of primary monitoring.

The idea of these events made it possible to gather over 2,500 participants at different venues. Participants of the event were schoolchildren, teachers, and administration of educational organizations, social partners of the project, parents, the public and representatives of the media. These results, which demonstrate a multiple excess of the declared indicators, reflect the scale of events. This is what characterizes the direction of the project activity to a broad audience - that is, popularization. At the end of the event, the authors of the article, as event organizers, received only positive feedback, both from schoolchildren and teachers, and from their parents. To the authors' mind, the project activity reflects the highest-level indicators in case all the project events are realized or surpassed. Such indicators are: introduction of innovations in the education system; application of socially responsible approach in education; development of environmentally-oriented thinking of children and adolescents. The content line of the above indicators will be analyzed below.

The introduction of innovations in the education system is characterized by developing and implementing an innovative form of vocational guidance work - quest-landing party. Quest-landing party is a specially prepared, maneuverable group of experts. Each expert carries information of a separate thematic location. The algorithm of location is subordinated to the logic of technology of problem training - from formulating the problem to the ways of solving it, during a short, limited period of time. The team of the quest is specially prepared for a quick change of place and order of locations. The authors believe that socially responsible approach in education means that education exists not for the sake of education itself, but as a competence tool of activity in society, contributing to the sustainable development of society and the environment, through initiative interaction of all social partners. This approach is realized through involving children with disabilities and children with special needs (65 people - 24.6% of the total number of participants in the competition) - members of the children's organization "Impulse" («Trans-Baikal Center for Special Education and Development "Open World"). The development of environmentally-oriented thinking of children and adolescents within the framework of the project was already manifested in the first four months of its implementation when 135 schoolchildren joined the children's association school forestry "Forest Country". It was also implemented in the youth environmental initiative - "The veil of friendship", as well as environmental initiatives of new social partners in vocational guidance.

The qualitative results of promoting school forestries are positive effects at various levels. On the personal-individual level: the students and all participants of the events received new knowledge and experience in the field of environmental protection; individual incentives in the form of prizes, certificates, and letters of appreciation; teamwork practice. At the level of the educational organization, positive effects were expressed: in involving schoolchildren in the creative ecology-oriented activity of the children's association; in employing schoolchildren during vacation time; in creating the positive image of the educational organization in the municipal educational space; in emerging new social partners and the acquiring new competitive advantages of

peripheral schools in the market of educational services. At the level of the city and the region, positive effects include: raising the general level of developing educational organizations; popularizing ecology-oriented children's associations; consolidating the activities of social partners. The implemented measures aimed at popularizing school forestries contributed to consolidating social partners' forces in this direction, their unification and exchange of experience in the city of Chita and the Trans-Baikal Territory.

Strategies for organizing schools in the "Forest Country" movement

The introduction of normative per capita financing of municipal budgetary general education institutions of secondary comprehensive schools led to forming a competitive environment in the cities in the early 2000's. Comprehensive schools were interested in attracting maximum number of schoolchildren and began to choose one of the three strategies of behavior in the city market of educational services, described by M. Porter (Porter 2006). The first strategy is cost leadership. Initially, this strategy was typical for most of central urban schools, where the training of students was cheaper compared with the peripheral urban schools due to availability of central heating in the school and a mass recruitment of schoolchildren. However, the chosen strategy for these educational organizations was predetermined by the economic-geographical factor of the spatial location. In modern conditions of forming a competitive urban environment and "fighting for students" in conditions of per capita financing, the city's central schools were initially in an advantageous and attractive position for customers of educational services.

The second M. Porter's strategy is focusing. It prevails in peripheral schools located in bedroom communities and remote areas of the city of Chita, where the number of low-income families predominates. Because of the distance, parents cannot afford their children to be taken to the city central schools, and they choose a school that is within walking distance from their home - a peripheral one. Such a strategy is also an economic and geographical factor of spatial location for such schools, and the administration of these educational organizations is not concerned with the issues of recruiting schoolchildren, and passively chooses this strategy. Note that the city of Chita has an area of 534 km². For comparison, the area of Ulan-Ude is 347 km²; Tomsk - 294 km²; Irkutsk - 277 km². The third strategy, which was named the strategy of differentiation by M. Porter (Porter 2006), unlike the first two, was chosen by schools consciously. Its essence lies in the unique character of the proposal. For example, school No. 25 in the city of Chita found its individuality through creating a school forestry, which enabled it to determine the school-leavers' vocational guidance and to establish contacts with colleges and universities majoring in natural sciences. Having implemented differentiation strategy, the school became more attractive for potential pupils.

To date, 8 schools in the city have created school-based forestries and joined the association "Forest Country". The unique character of the proposal moved from the citywide level to the district one. Belonging to the movement of school forestries has become a competitive advantage of the school at the level of the city district. The movement acquired the form of the school-based children's association "Lesnaya Strana» ("Forest Country"). Supplementary education and extra curriculum activities were integrated into school's curriculum, and social partners' network was created. In fact, we are witnessing the formation of an urban self-organizing system of educational institutions - the "Forest Country" association is a manifestation of the conscious choice of schools' administration and their pupils. At present the following questions arise: Why do school forestries arise in the cities, and not as before - in the villages? Why are they

not of a single, but of a mass character? In the authors' opinion, the significance of school forestries has changed. Schools are interested in them not only as an instrument of ecological education and vocational guidance for schoolchildren, but as a system of civic-patriotic education; they filled the vacuum created after the collapse of the pioneer organization. The flexibility of combining school forestries as a synergetic system is manifested in this shift of purpose.

This self-organizing system has a coordinating body - the municipal budgetary institution of supplementary education "City Center for Children and Youth Tourism of the City of Chita". Schools interact with each other and with social partners through this coordinating body. The Center issues the newspaper *Lesnaya Strana* (URL: http://chita-cdutik.ucoz.ru/index/gazeta_quot_lesnaja_strana_quot/0-69). The social partners of the children's association "Forest Country" are: Trans-Baikal State University, the Ministry of Natural Resources and Industrial Policy of the Trans-Baikal Territory, the State Forest Service of the Trans-Baikal Territory, the branch of the Federal Budgetary Institution "Roslesozashchita" - the Forest Protection Center of the Trans-Baikal Territory, the natural biosphere reserve "Daurisky", the Trans-Baikal branch of the All-Russian public organization "Russian Geographical Society". The children's association "Forest Country" involves the following schools in Chita: Nos. 25; 36; 7; 16; 17; 23; 40; 51. These schools are scattered in all districts of the city, but a common feature of their geographical location is the periphery relative to the city center. Central schools do not see the need for organizing school forestries on their sites. This fact is explained by a purely geographical factor. The concentration of institutions of supplementary education is the maximum in the city center. Secondary schools are closely related to the social and cultural institutions of the city. This is achieved due to a single territorial community; a developed transport, social, economic infrastructure, that is, due to forming stable connection between the given objects (Yermolenko, Novikov, 2014).

The city central schools form territorial complexes with institutions of supplementary education (Yermolenko, Zabelin, Novikov, 2013). For example, School No. 3 switched over practically all extracurricular activities to the State Educational Institution of Supplementary Education for Children in the zone of walking distance for schoolchildren: "Center for Children and Youth Technical Creativity of Trans-Baikal Region"; Municipal Budgetary Institution of Further Education "Palace of Children's (Youth) Creativity"; Central City Library named after A.P. Chekhov. The authors would like to draw the readers' attention to the fact that in central schools, class teachers function as tutors, who organize and coordinate schoolchildren's extra-curricular activities outside the school. Central schools maintain network interaction with "neighbors" - organizations that are within walking distance. Peripheral schools do not have such an opportunity. In this case the geographical position of the school in relation to the resources of interaction is meant. The further the schools are removed from the institutions of supplementary education, the less is this resource. However, it is this limited nature of the interaction resource that makes it necessary to search for social partners outside the zone of walking distance. Peripheral schools choose partners for reasons of raising their own prestige. It should be noted that these schools are distinguished by a more far-sighted and thoughtful policy. Their network interaction is more branched, and positioning in the educational space of the city is more determined. Modern means of communication allow for a new interaction with partners, creating consortia and institutions of social partnership, regardless of territorial position. Networks of interaction become more flexible. Peripheral educational organizations have

the opportunity to choose directions and vectors in their own development through varied interactions with social partners, for example, in cooperation with the Ministry of Natural Resources, children's associations are organized - school forestries; when interacting with All-Russia Voluntary Firefighters' Society, detachments of young firefighters' friends are being created, etc.

It should be noted that the geographic location of the "Center for Children and Youth Technical Creativity of Trans-Baikal Region ", which performs coordination functions in the children's association "Forest Country", is also peripheral (72, Naberezhnaya st., Chita). Creating an opportunity to immerse students in real environmental problems of the city and the region in general and preserve the Trans-Baikal forest, in particular, contributes to forming an institution for keeping children "attached" to the region and is indirectly aimed at countering the migration outflow. The Center for Tourism and Local History carries out an extremely important mission to coordinate the goals and social activities of the educational organizations of the city, which is of geopolitical importance for ensuring national security in the border region of the Russian Federation. The peripheral location of schools and "Center for Children and Youth Technical Creativity of Trans-Baikal Region, as a shortcoming, made it necessary to look for more progressive ways of development. A promising way of development of the urban association "Forest Country" is cooperation with school forestries of the region and access to the all-Russian level.

Discussion

The issues of the mission and strategies for developing school forestry movement will become controversial in the near future, since the movement must reach a new organization level (including geographic). Increasing the level of school forestries organization from regional and interregional to national one will make these issues paramount. The authors of the article consider these debatable issues within the framework of the presented article ahead of the events, proceeding from the analysis of school forestries movement development.

The issue of mission is the most important one. Initially, the authors of the article reflected on the positive social effects of the activities in the process of planning and implementing the project on the "Quest-technology as a tool for popularizing school forestries of the Trans-Baikal Territory" at the regional level. Such effects were: an increase in the number of children involved in the social movement who will have experience working with civil society institutions will be able to participate in the socio-political life of the country in the future; expansion of network interaction between various state, public and commercial structures. It should be noted that all these structures are united so as to implement the only educational and political mission - educating youth through solving regional problems (in this case, forests conservation) and keeping youth attached to the Trans-Baikal Territory. The educational effect was expected to be the primary one after all the activities. It is but natural, the authors could limit their research by defining the goals and objectives of their project, and thought about the purpose (or mission) of the movement. What are the objectives of school forestries movement in the region in the medium term? In the authors' opinion, it is to get economic and political effects. Economic effect exists in the form of renewed labor resources of the forestry sector. Applicants who are motivated to work in the forestry sector should come to the secondary vocational schools of the region, and after completing their studies will join the ranks of forestry workers. It should be noted that in Russia it is a service, and not

just employment. Employees wear a uniform depending on their position in the hierarchical structure of the organization. You can identify employees' hierarchical position by their appearance.

The political effect of school forestries movement in the long term should be manifested in the form of preserving the demographic potential of the border region of Russia. The people who come into the industry become "attached" to the given territory by their long service. In addition, emotional attachment is formed in the form of patriotic feelings. The authors of the article make their feasible contribution in educating patriotic feelings. It should be noted that this strategy can have two implementation options. The first one is accompanied by improving the population level and quality of life in the region, when the desire to stay and work in the region and solve its problems is inspired by positive changes. The second option is implemented against the background of worsening socio-economic situation, when this deterioration is used as an educational factor, that is, education on the principle "no one except you will solve these problems." When moving from the regional to the national level, the education of a sense of patriotism will acquire a significance of state policy. Moreover, it will become territorially differentiated, that is, it is necessary to take into account the attitude not only to your Fatherland, but also to your small Homeland. In modern Russia, patriotic tendencies in society are intensifying. That is why the country is actively discussing the "Law on Patriotism" submitted to the State Duma.

The issue of the development strategy of the school forestry movement will be no less controversial in the near future. Russia is a forest country; over 60% of its territory is covered with forests. School forestries movement involves 65 out of 85 Russian Federation subjects. The most striking examples of school forestries activities that stand out at the general level, which can be considered advanced in this movement, will be illustrated below. In the Republic of Komi school forestries have a unified regional structure and actively share their experience at annual regional meetings (Annual Republican meeting of school forestries. URL: <http://11.rpn.gov.ru/newsto/ezhegodnyy-respublikanskiy-slet-shkolnyh-lesnichestv>). However, this movement cannot be called public as the Ministry of Natural Resources and Environmental Protection of the Republic of Komi took over the functions of school forestries organizer, that is, not just as a social partner. Obviously, the Ministry activity has its goal - vocational guidance of young people and creation of a continuous system of vocational education. The movement develops in a more organized and intensive manner than on the principles of public self-organization, but the platform for its development fundamentally changes.

However, not all regions of Russia that have school forestries have regional offices and focal points. Moreover, there is no single coordinated movement at the federal level. This movement "develops from the bottom (from the regions)" and is an example of civil initiative - an element of the emerging civil society. In the authors' opinion, in a few years of natural self-organization of school forestries will take place in regional offices with the subsequent registration of inter-regional relations between them, which will manifest themselves in all-Russian scale events (rallies, actions). In 2011 the first All-Russian congress of school forestries was held, which gathered participants from 55 regions of Russia in Kazan, the Republic of Tatarstan. (The results of the All-Russian congress of school forestries in Kazan were announced. URL: <https://www.volgatech.net/news/problems-of-development-of-higher-school/15730/>). In 2015 the first All-Russian meeting of school forestries "Forest and Human Being" was held. It gathered schoolchildren from 13 regions of Russia. They met to show their

theoretical knowledge in various forest academic subjects and the ability to apply this knowledge in practice (The first all-Russian meeting of school forestries "Forest and Human being" is completed URL: http://forest.ru/news/forest_policy/first_all_russian_meeting_of_school_forestry_forest_and_man_completed/). Congress and meeting are events equal in importance. The question arises: "Why was it a meeting, and not the second congress?" This situation arose due to the absence of a single all-Russian coordination center and a unified program for the developing the movement. This is manifested by the confrontation between interregional groups, each of which aspires to leadership.

The development of school forestries movement in Russia will continue according to one of two scenarios. The first scenario: the all-Russian public school forestries movement will be created and arranged. Its value will manifest itself not only in strengthening the institutions of civil society, but also in the emergence of an additional opportunity for young people to realize themselves. Like every structure, the social movement will have a system of upward mobility. The second scenario may be manifested in the fact that state bodies (regional) from social partners of the public initiative assisting in manifesting social initiative, will take control of the movement. The third scenario is also possible, which will allow combining two forms school forestries development: as a social movement and as a form of work of regional ministries of natural resources. The form of public-state movements in modern Russia is becoming very widespread. The authors of the article are inclined towards the third option, based on the analysis of emerging trends.

Conclusion

1. The urban competitive environment formed in the early 2000's was characterized by a predetermined choice of a cost leadership strategy by central schools, and peripheral schools chose focusing strategies. Schools switched to per capita financing, and the customers of educational services were given the opportunity to independently choose an educational organization, regardless of their own registration at the place of residence. Educational organizations, in turn, began to consciously use strategies to attract students, and the fact that a school had such a children's association as school forestry was one of the effective competitive advantages in the city market of educational services.

2. School forestries movement, having emerged as an attempt of school No. 25 of the city of Chita to acquire individuality, having chosen the strategy of services differentiation in the city market of educational services, has so far involved 8 schools of the city, has acquired a mass character in implementing civic-patriotic education of schoolchildren.

3. The city association of school forestries "Forest Country" is a system of self-organizing peripheral schools of Chita, which conducts an active policy of network interaction with social partners.

4. School forestries movement in the city of Chita needs to be united with the regional forestry departments, and at the all-Russian level it is necessary to create a coordinating council that would work out a unified policy of networking, provide consulting services, and have a website. The movement must get the All-Russian status.

5. As a forecast for formulating the mission and the strategy for the development of school forestry movement associated with the increase in the level of school forestries organization from regional and interregional to national level, the

authors suppose in the long term the organization will acquire the form of a socio-political movement, involving all regions of the country in a coordinated work. The issues of youth patriotic education will come to the forefront.

The conclusions formulated by the authors are confirmed by the plan for developing school forestries movement for the period of 2018 - 2027 developed by the Russian Ministry of Natural Resources and the Ministry of Education and Science of Russia and the Federal Agency for Forestry (URL: http://rosleshoz.gov.ru/activity/education/best_school_forestry?da59b26088e4275e2f0b012e0dda6819).

*The study is carried out in the framework of implementing project 17-2-004618 "Quest-technology as a means of promoting school forestries in the Trans-Baikal region".

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