

Inna Chervinska

The socio-cultural activities of teacher in the mountain schools Carpathian region

Scientific Bulletin of Chełm - Section of Pedagogy nr 1, 173-180

2016

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach
dozwolonego użytku.

THE SOCIO - CULTURAL ACTIVITIES OF TEACHER IN THE MOUNTAIN SCHOOLS CARPATHIAN REGION

INNA CHERVINSKA

Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk (Ukraine)

ABSTRACT: *The article reveals the peculiarities of socio-cultural educational activity organization of the modern teacher in the conditions of sustainable development of the Carpathian region. The author focuses on the specifics of Carpathian region development, its historical identity and cultural traditions, points to the necessity of their saving and enhancement by establishing the appropriate level of socio-cultural and educational activity of the teachers, community of the region.*

KEY WORDS: *socio-cultural space, educational activity, socio-cultural activity, sustainable development, the Carpathian region*

GENERAL PROBLEM DEFINITION AND ITS CONNECTION WITH IMPORTANT SCIENTIFIC AND PRACTICAL TASKS

The development of socially responsible active personality is impossible without understanding and mastering of socio-cultural space as a collective intelligence, conditions of self-organization and self-development, because it properly provides public spiritual freedom and creates national self-consciousness.

THE ANALYSIS OF RECENT RESEARCH AND PUBLICATIONS WHICH STATE THE SOLUTION TO A PROBLEM

Theoretical aspects of socio-cultural space are associated with determination of the nature of such concepts: "socio-cultural space", "socio-cultural activities", "socio-cultural communication", "socio-cultural educational environment", "socio-cultural educational activity", and their functional and organizational structure, relationships of this phenomenon with both cultural and educational space of the region.

Considering the key features of the socio-cultural activity such researchers as L. Mykhaylova, B. Yerasov, T. Kyselov, Y. Krasylnykov, B. Tytov and others distinguish its humanistic, cultural and developmental character, as it is based on cultural heritage, preserved

in a particular area. After all, social activity with no cultural basis in its nature can be progressive and regressive, creative or destructive.

The socio-cultural activity attracts more attention of educators, psychologists, sociologists (V. Bocharova, I. Zvyeryeva, H. Kostyuk, I. Subotin, D. Spirina, T. Makhov, H. Filonov etc.). Because it will help to preserve national traditions and discover new prospects of personality living space, focus on the openness and diversity of teachers' educational activity involving them to the preservation, consumption and creation of spiritual, material and cultural values.

The aim of the article is to reveal the nature of modern teacher socio-cultural educational activity in the conditions of sustainable development of the Carpathian region.

Main material presentation. Socio-cultural activity means any activity connected with the production, reproduction and changing relationships between people. However, the result of any activity is not only the relationships between people, but also the creation of norms and values that form the basis of culture

Socio-cultural educational activity can be defined as a new level of using by humans their abilities and talents, manifested in the creation and preservation of cultural values and are directed to the personal human development through mastering a certain system of knowledge, norms, patterns and values. This is an activity that provides a stable balance between the social and cultural, as cultural lag from constant social change leads to disruption of life.

Thus, the "socio-cultural activity" is a set of scientific, intellectual, artistic, aesthetic and other activities where is the most actively concentrated and effectively done the formation of youth value orientations. We conditionally separate socio-cultural activity among other activities, because it describes the independence of choice, voluntary, activeness, initiative of young person³⁶⁰. For socio-cultural educational activity tenacity and consistency are inherent, because it's an expression of professional activity, which aims to achieve a particular purpose, analysis of the situation and environment where the individual has to act. Well-developed socio-cultural environment which under certain conditions, contribute to sustainable development of the region will promote the implementation of these goals.

Socio-cultural environment is a part of socio-cultural space (infrastructure), which provides individual with conditions (natural, social, substantive) in which he acts as a subject of education of socially significant culturally-creative activity, where his own interests are implemented and the peculiarities of value consciousness are determined.

³⁶⁰ Cf. B.A. Brylin, *Pedahohichni problemy orhanizatsiyi vil'noho chasu shkolyariv*, "Psykhohihiya i Pedahohika" 1996, nr 4, p.72-78.

The most productive way to consider socio-cultural space is in terms of system approach, bearing in mind that within it socio-cultural activity is implemented. According to a systematic approach, most convincing and clearly structured is concept by A. Sokolov ³⁶¹, in which socio-cultural activity is determined "as a cultural activity of social subjects: the creation of cultural values; development of abilities of individuals and service of their creative activity; Communication - dissemination, preservation and public use of all types of cultural values"³⁶². In other words pleasure and formation of individually-cultural and socio-cultural needs is the main aim of socio-cultural activity of the modern teacher.

Similar to socio-cultural activity is the concept of "culturally-recreational activity". Culturologist O. Pluhina defines it as derivative form of cultural space and considers it as a concept, which is a set of institutions and organizations of culture, authorities of their governance, system of connections and relationships between them, within which the formation of individual value orientations and satisfaction of the most important socio-cultural needs are made.

In accordance with it culturologist A. Karmyn defines cultural space as "space formed by many cultural phenomena that interact closely with each other"³⁶³. Analyzing the socio-cultural space specific of a certain region, B. Mosalev notes that different cultural traditions, designs, cultural meanings, values, innovation "live" and interact there. He believes that "... substantive orientation of time in many aspects is set by the socio-cultural space. In the meaning of space you should understand the relationships of continuity and coexistence that arise in the course of human life. The spatial aspect of cultural diversity raises in the scale of humanity, society, nation, region, various social communities ". Nowadays socio-cultural educational activity of the teacher can be considered as an independent subsystem of general socialization system, social education and education of people. It is the most important function of state and non-state institutions, the sphere of focus of many social movements and initiatives by the means of organization the educational process and also leisure and entertainment by various groups of people, which lays the foundations for sustainable development of the region.

The concept of sustainable development is recognized by the world community like dominant ideology of human civilization, strategic direction of providing tangible, social and spiritual progress of society in the XXI century. The transition to a sustainable development

³⁶¹Cf. A. V. Sokolov, *Fenomen sotsyokul'turnoy deyatelnosti : monografij*, Sankt Petersburg 2003, p. 196.

³⁶² B. H. Mosalev, *Sotsyokul'turnoe mnohoobrazye : Opyt tselostnogo*, Moskva, 1998, p. 24.

³⁶³ A. S. Karmyn, *Kul'turolohyya: uchebnyk*, Sankt Petersburg 2001, p. 202.

model is based on the principles of inalienability and interdependence of tasks that provide socio-economic development of society and environmental preservation.

In general, the term "region" as socio-cultural space is generally accepted and a regional approach is an effective form of studying the problems of social and cultural transformations of the country as a whole as well as its socio-cultural educational and other spaces. Such methodological regulation helps to consider national (state) socio-cultural space as a unity of regional spaces.

National socio-cultural space is formed due to the interaction of regions as socio-cultural realities, differentiated regional practices based on integrative and disintegrative features: a variety of geo-cultural landscapes, the possession of social and cultural potential, the originality of regional culture, ethnic and religious characteristics of regional society, the formation processes of regional socio-cultural identity, the formation of cultural brands. The place of each regional space is determined through the relationship with another socio-cultural space within the sustainable model frame "centre – periphery", "inner regions – frontier and transborder regions" ³⁶⁴.

The role of frontier regions, which the Carpathian region belongs to, is seen in a new way – through the prism of integration possibility to general national space of other frontier areas (B. Rodoman, W. Kaganski, N. Zhivenok). The frontier regions are the structural elements of the transborder regions interpreting transboundary as an innovating socio-cultural form of cross-cultural interaction. Such concepts as "educational system", "educational environment" and "social cultural educational space" belong to categorical conceptual apparatus of education. Lively discussions are held on the pages of educational media as for the definition of functional connection, the nature and structure of these concepts.

Educational system is a well-organized, complete system of components, which interaction and integration contribute to purposeful and efficient development of students at a particular educational institution. The term "educational system" was first introduced into scientific use by Russian academician L. Novikova in 1989³⁶⁵. Her followers were E. Baryshnikov, I. Kolesnikova, M. Rozhkov, E. Stepanov and others. Educational environment is a combination of factors that were really established and function in society, granted, but not the result of constructive activity of educators as well as managers of the

³⁶⁴ Cf. L. H. Rudenko, *Kontseptsiya staloho (zbalansovanoho) rozvytku ta yiyi spryynyattya v Ukraini*, "Ukrayins'kyy Heohrafichnyy Zhurnal" 2005, nr 4, p. 7.

³⁶⁵ Cf. L. Y. Novykova, *Educational system : general characteristics. The educational system of educational institution*, t. 2, cz. 1 Ryha 1989, p.11.

educational process who create conditions for students' development. The attempts of researchers (M. Ilchikov, V. Karakovsky, G. Kovhanych), modern educators and practitioners to make the environment encouraging and adequate for the development of growing personality caused, according to V. Kirichenko, the emergence and rapid entry into scientific use the term "educational space." These scholars tend to understand that "educational space is a part of potential educational environment (typically broader than educational process itself), established by teachers and pupils." Accordingly, the statement "educational space", appears relatively narrower than the concept of "educational environment".

The researchers, such as V. Kirichenko and G. Kovhanych, believe that "the basic mechanism of creating educational space is interaction of subjects united by common understanding of the educational space concept, educational problems" principles and approaches to education, where a technological key point is in their mutual converting activity³⁶⁶. The interesting fact in this context is the interpretation of the category of educational space by scientist D. Alfimov. In particular, he claims that "the educational space of a modern comprehensive school is a special organization of student's life in educational school centers, allowing to educate a competitive person, a future leader"³⁶⁷. According to I. Yermakov, school educational space is "a social cultural and pedagogical (educational) phenomenon, which forms the vital functions of institutions, the interaction of educators (teachers) and students (pupils) while involving the latter in the values and meanings of social life, creating the conditions for the emergence and implementation of the structural social and creative activity of students. In the future, school educational space will be a kind of a training playground which will help to educate a child with the help of consistent set of educational interventions without verbal notations; they will include special organization of school life, the organization of student's life at school, social practice, social and life planning, involving a person in spiritual heritage of creation"³⁶⁸.

The socio-cultural educational space of a comprehensive school is usually multidimensional and multilevel. Compactness (the strength of educational influence) and space (size) are typical for it. In the given context it is necessary to point out some qualitative characteristics of educational space: integrity, stability, differentiation, integration, self-

³⁶⁶ Cf. V. I. Kyrychenko, H.H. Kovhanych, *Foundling space, nature and technology creation*, "Postmetodyka" 2009, nr 2 (86), p. 7.

³⁶⁷ D. V. Alfimov, *Company formation space leadership skills of pupils*, "Spirituality : Methodology, Theory and Practice" 2013, nr 4 (57), p.13.

³⁶⁸ I. H. Yermakov, *Education for life : models of educational systems*, Chabarovsk 2006, p.26.

organization. As for the design of educational space in the social environment, the distinction of its structure and infrastructure (social institutions, public organizations, groups of people, events, institutions, communities, components, etc.) are of fundamental importance.

Educational space defines a higher degree of adjusted human interaction with social cultural and natural environment. After all, according to researchers (V. Karakovsky, L. Novikova, N. Selivanova), the conversion of a certain environment into educational space not only increases its educational potential, but creates an opportunity to manage it more effectively and efficiently. This is the difference between educational space and environment. Environment is the foundation, not the result of constructive activity. Social cultural educational space is the result of humanization, mutual activity. Therefore, environment has to be used for educational purposes while educational space has to be created. The strengthening of educational space is based on the principles that define the objective, content, ways and means of its development. The key ones among them are: the principle of child centrism; the principle of humanism; the principle of natural compliance; the principle of cultural compliance; the principle of systems; the principle of continuity; the principle of dialogue; the principle of adaptability.

When analyzing the possibilities of future teachers professional activity at the regional level, we tried to take into account all the factors: macro-, meso-, micro-. It provided an opportunity to identify the following features of the Carpathian region:

- historical and ethno-cultural, which contain the traditions of the country, customs, language, communication, cultural and historical ties, life values and priorities;
- natural geographic, which determine the climate, landscape, minerals, natural conditions; socio-geographic, which reflect the density of the population, their vocations, the specific features of the settlement, distance from the centre;
- demographic, which express the national composition, age-sex structure, migration processes, types of families, the nature of human reproduction³⁶⁹.

The realization of pedagogical potential of social cultural educational space at comprehensive schools should be based on the methodology of "environmental approach" that adheres to the principles of pedagogical research and design, synthesizes and takes into account underlying factors of personality formation. The general methodology (I. Chervinska) of

³⁶⁹ Cf. I. B. Chervinska, *Implementation of pedagogical potential educational space of a comprehensive school in conditions of transformation society*, "Austrian Journal of Humanities and Social Sciences Scientific Journal", Vienna 2015, nr 9-10, p. 77.

optimization in educational space functioning at school also includes "activity approach" to the formation of pedagogical conditions providing the activation of teaching and learning activity of the student³⁷⁰. Therefore, within the functioning of educational institution it is necessary to ensure a broad range of extracurricular educational activities that promote personal fulfillment. The educational space of an educational institution is not only an important source of formation and development of the individual, but also a place of ideological and value cultural formation both an individual and school communities, which determines the spiritual and moral, creative and intellectual 'atmosphere' (style, lifestyle) of an educational institution and also provides some impact on the overall social cultural environment and the society of the settlement while enriching and complementing each other.

The concept of "socio-cultural educational space" has been defined as ambiguous by researchers today; lots of approaches to understanding of this phenomenon is explained by the scientific and personal position of the researcher, his practical experience and realizing the mechanisms of design and creation of educational space. Educational space is considered both as a pedagogical category and as a condition of personality development of a child living in a certain environment (natural, cultural, social). Under these conditions, educational space is an important factor in the humanization of modern society.

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

Modern socio-cultural space – is time of objections and reassessment of former values, searching for new ways of preserving and transmission of cultural experiences related to the decline of the traditional ones and simultaneously emergence of others (possibly new) socio-cultural structures that attach the study of processes and phenomena occurred in the field of modern education and culture, to the actual pedagogical and cultural problems. Mentioned above gives reasons to believe that the Carpathian region population today lives in conditions of social and economic discomfort accumulated in many environmental, economic and socio-cultural problems and solution of which requires efforts of both the state and the public. Decisive in resolving the existing contradictions between human activities and nature have to become all the methods and means which can help to form basic culture and consciousness of the individual. This is possible only on the basis of deep philosophical, socio-political and

³⁷⁰Cf. I. B. Chervinska, *The Establishment of the Socio-Cultural Space of Mountain Schools of the Carpathian Region of Ukraine: Problems and Development Prospects*, Intellectual Archive. Series "Education & Pedagogic" 2015, nr 4, p. 14.

psychologically-pedagogical comprehension of the content of human being, the existence of social norms of civilization. Only through the process of training and education, humanity is able to produce necessary information and knowledge, which will create the conditions for sustainable development of civilization.

BIBLIOGRAPHY:

1. Alfimov D. V., *Company formation space leadership skills of pupils*, "Spirituality : Methodology, Theory and Practice" 2013, nr 4 (57).
2. Brylin B.A., *Pedahohichni problemy orhanizatsiyi vil'noho chasu shkolyariv*, "Psykhohiia i Pedahohika" 1996, nr 4.
3. Chervinska I. B., *Implementation of pedagogical potential educational space of a comprehensive school in conditions of transformation society*, "Austrian Journal of Humanities and Social Sciences Scientific Journal", Vienna 2015.
4. Chervinska I. B., *The Establishment of the Socio-Cultural Space of Mountain Schools of the Carpathian Region of Ukraine: Problems and Development Prospects*, "Intellectual Archive. Series "Education & Pedagogic" 2015, nr 4.
5. Karmyn A. S., *Kul'turolohyia: uchebnyk*, Sankt Petersburg 2001.
6. Kyrychenko V. I., Kovhanych H.H., *Foundling space, nature and technology creation*, "Postmetodyka" 2009, nr 2 (86).
7. Mosalev B. H., *Sotsyokul'turnoe mnohoobrazye*, Moskva 1998.
8. Novykova L. Y., *Educational system : general characteristics. The educational system of educational institution*, V. 2 ch, Ryha 1989, Ch.1.
9. Rudenko L.H., *Kontseptsyiya staloho (zbalansovanoho) rozvytku ta yiyi spryynyattya v Ukrayini*, "Ukrayins'kyi heohrafichnyy zhurnal" 2005, nr 4.
10. Sokolov A. V., *Fenomen sotsyokul'turnoy deyatelnosti : monohrafi*, Sankt Petersburg 2003.
11. Yermakov I. H., *Education for life : models of educational systems*, Chabarovsk 2006.