

The establishment of socio-cultural space of mountain schools of the Carpathian region of Ukraine: problems and development prospects

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Abstract

The article is based on the studies, analysis of psychological and educational literature and personal experience of pedagogical activity. The specifics of formation of socio-cultural space of mountain schools of the Carpathian region of Ukraine is revealed. The article reveals the key problems of mountain schools, describes the prospects for further development. Teaching science and practice proved that identity formation always occurs in the cooperation of an individual with the micro and macro society, that is material and cultural environment, as well as in the interaction with various social institutions, particularly the family, community, religious communities, formal or informal associations. School as a social institution in our time is the socio-cultural environment in which the child acquires not only knowledge but also life experience and interaction skills with others and the world in general. These processes can never be essentially standardized, respectively, many educational models of organization of life of students in this space have been created and implemented. The space is characterized by subjective perception and is the result of constructive activity of all the subjects of the educational process. The problems of operation of schools of the mountainous region, their educational and methodological, financial, legal and human maintenance are particularly important for educators of the Carpathian region. A comprehensive institution that operates in the mountainous settlement of the Carpathian region in a modern sociocultural situation considered by us above all as a fundamental socio-cultural framework of education and development of children. The successful implementation of these objectives is necessary to establish a comprehensive system of educational work, to create practice-oriented programs and other means of educational interaction and pedagogical influence on students.

Keywords: Carpathian region, sociocultural situation, mountain school, national traditions, development.

Under the conditions of consolidation of an innovative model of economic development of Ukraine and the state in general modernization of the educational system is an important factor. The important element of this model is a mountain comprehensive school which fulfils not only an educational but also a socio-cultural function preserving in such a way a genetic potential of the Ukrainian ethnos in the Carpathian region of Ukraine. It plays a role of a leading and determinative centre of socio-cultural, informational, technological, scientific, ideological and spiritual life of the community. That is why a problem of creation of a network of schools in the mountainous area of the Ukrainian Carpathians appears very topical which can provide a high standard of education, its intelligibility and continuity, proximity and consideration of regional peculiarities. I will increase the effectiveness of knowledge acquisition, economize the physical force and time, prevent the problem of alienation from home at the early age.

In the pedagogical literature there is a close but not synonymous notion to the notion of “educational environment”. It is an “educational space”. The researchers of this problem (O. Leonova, O. Marynovska, A. Tsymbalaru) point out that the environment is characterized by a static character and formed in the limits of a specific educational establishment, but the space is characterized by a dynamic character and expresses the system of social connections in the sphere of education, the character of interconnections of a society and social institutions connected with the satisfaction of educational needs of population. The comparative analysis of the categories “educational space” and “educational environment” proves that the correlation between these definitions may be characterized as a correlation of the form (“educational space”) and the content (“educational environment”). Educational environment is one of fillings of an educational space. Educational space in its turn is interpreted as an invariant of sociocultural space of society. The researcher L. Ajzikova defines the term “sociocultural” as an “interaction of the complex of equal social factors, to which we can refer the demographic composition of society, its social and political order, economic development, a national composition, the development of technologies, a psychological factor, accepted relations in the family, attitude to religion and church with a cultural component which reflects a spiritual state of the society, the capability to shape the whole personality, to join the youth to the spiritual wealth [1, 298]. School as a social institution is a sociocultural space nowadays in which a child does not only achieve knowledge but also some life experience and interaction skills with other people and the world in general. Modern school strives for having “its own face” as it is a social order for education as a sociocultural system in which a child builds relations with the world, with each other through the system of values in a specific educational establishment. This fact has a great importance as a confirmation of conditionality of a personality development with sociocultural tendencies of functioning of a specific educational space of modern school. Second, it actualizes the meaning of innovative strategies of education, outlining tasks and directions of a school development. In this sense a solution of the problem of a new sociocultural educational space construction, organized in mountain schools, is timely and meaningful not only for the education of

a country in general, but for a definite school in particular. As for an educational establishment the closest sociocultural space is topical, the peculiarity of which is determined by the mission of a school, the content of education, the system of subject and subject, social and value relations within an educational establishment. Herewith it is necessary to make a difference between an empirical perception of the sociocultural space of the mountainous region of the Ukrainian Carpathians as a mechanical body of educational and cultural establishments and an integrated sociocultural analysis of an educational establishment environment from the point of view of peculiarities of culture, mentality, language, ethnic and social relations dominant on that territory. For sociocultural space of an educational establishment in the mountainous area it appears of particular importance folk and national traditions in the sphere of pedagogies, medicine, culture in a certain settlement, the cultural and educational level of population, a type of settlement, a historical base of its creation, that is all factors influencing on the process of a personality formation.

Mountain schools is a particular phenomenon as in a pedagogical theory as well as in a real practice. The geographic position and social and economic status are those aspects which play an important role in their functioning. And if the former is characterized exclusively by the location of a school, the latter depends on the certain amount of factors: the state of social and economic development of a certain region, general spiritual and moral level of population of a village or a settlement, natural and material environment, certain conditions of an educational establishment's functioning. All this influences greatly on the development of a mountain school and the process of solution of psychological and pedagogical problems it is facing.

The problems of functioning of rural schools of the mountainous area, their educational and methodological, financial, legal and staff support are the most topical for educators of the Carpathian region of Ukraine and should be in the centre of attention of the region's community, as from 768 secondary schools of different types – 603 are situated in a rural location and 270 in particular – in remote mountainous regions. One of the ways of its solution we consider the implementation of a regional program for education development, which supposes a certain system of measures for education development, in particular, in villages situated predominantly in the

mountainous area. The solution of these problems becomes possible due to the International scientific-research project “A mountain school. State. Problems. The prospects of development”. Within this project a regional experimental site has been organized “The development of a junior’s personality under the conditions of a mountainous environment”, which is functioning on the base of primary education of mountain schools. The task of an experimental site’s creation is to research the influence of natural and sociocultural environment (family, school, community) of a mountainous area on a junior’s personality development. With the aim of increasing the effectiveness of work over the problem of investigation the scientists have worked out the recommendations for pedagogical community, the heads of boards of education of the Carpathian region “Taking into account the influence of a mountainous natural and sociocultural environment on development, education and upbringing of pupils”. That is it is conducted a comprehensive study of the influence on the formation of a creative personality, unique due to folk traditions, ethnic originality, authenticity of the region of the Ukrainian Carpathians.

A comprehensive educational establishment in a mountainous settlement of the Carpathian region in a modern sociocultural situation is regarded by us, first of all, as a fundamental sociocultural site for upbringing and development of children. For successful realization of the given tasks it is necessary to organize an integral system of upbringing, to create practically-oriented programs and other means of a pedagogical interaction and pedagogical influence on pupils. The design of a complex of pedagogical means aiming at sociocultural development of juniors includes: determination of the content of pedagogical activity, the search of innovative pedagogical technologies, methods, ways, forms of an educational process’ organization, modeling of a pedagogical space of the sociocultural development and defining of its main features and characteristics.

The educational influence of a sociocultural space on pupils should be adapted to the environment from the point of view of values (human being, work, truth, beauty, society). It can be promoted due to collaboration of a school and environment, which includes administrative, educational (school and out-of-school), domestic, career development and personal components.

The solution of this problem is promoted by the International scientific-research project “A mountain school. State. Problems. The prospects of development”. The subdivision-executive – Vasyl Stefanyk Precarpathian National University. The scientists of the university within an international project “A mountain school” together with teachers of mountainous regions continue working at the search of variant models for the organization of educational process, test the experience of the best, research, implement pedagogical innovations into the practice of school with the aim of improvement of educational services for the residents of a mountainous region.. The expected social effect from the realization of the project lies in the attention to the specifics of work of mountain schools; improvement of the development of junior pupils; increase of working and ecological consciousness that will promote the execution of the program “Steady development of the Ukrainian Carpathians” and the creation in the future of “The International Association of the Ukrainian Carpathians” with the involvement of the countries of the Carpathian, Alpine, Balkan, Appalachian and other mountainous regions of Europe and the world.

The problem of remote mountain incomplete or low-populated schools in Ukraine, as well as in many other countries, is not only economic, demographic, but more social and moral. School in a village plays an important role for a village community as the only, except church, cultural and spiritual centre. It should perform a special sociocultural mission because it has the greatest possibility to transfer and preserve the cultural heritage and at the same time to prepare for social renewal shaping abilities and skills necessary for the future. Thus, a modern educational space under the influence of sociocultural changes, that take place in society, has expanded greatly at the expense of resources from the surrounding society.

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