

## **EDUCATION OF PUPIL'S PERSONALITY IN SOCIOCULTURAL ENVIRONMENT OF MODERN SCHOOL**

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**ABSTRACT:** *The article deals with the essence and functions of sociocultural education as the mean of purposeful management of pupils' socialization. The content of the notions "public education" and "social education" are grounded. The rules of sociocultural education in the context of pedagogical activity of primary school teacher: dependence of the aim, content, methods, facilities and forms of pedagogical activity on teaching and educational situations and the conditions of its performance; humanistic and cultural direction of social and pedagogical process in microenvironment of school; integrity and system approach of social and educational influences of a teacher in the aspect of prevention of negative pupils' actions, provision of optimal management of educational process for achieving results, maximum possible in such conditions; conditionality of educational success by level of professional teacher's mastering; necessity of coordination of social and educational influences of school, family and society.*

**KEY WORDS:** *pedagogical activity, future teacher training, sociocultural education of school, educational process, sociocultural environment*

### **SETTING THE PROBLEM**

In modern conditions of educational reforms the questions of sociocultural education of pupils in innovative renewal and humanistic context. An important condition of effective education is the formation of positive sociocultural environment of educational establishment where the development of child's personal values is purposeful, systematic, continuous and not episodic or spontaneous. That is why we consider an important task of primary education to distinguish strategies of sociocultural formation of pupil's personality in the context of modelling positive educational school environment.

### **ANALYSIS OF RECENT RESEARCHES**

Problem of professional training of future teacher is revealed in scholars scientific works (H. Vasianovych, I. Ziaziun, V. Kremen, H. Filipchuk and others). Various aspects of primary school teachers training in Ukraine are reflected in writings of such scholars as N. Bibik, S. Martynenko, A. Matvienko, I. Palshkova, O. Savchenko, L. Khomych and others. In modern psychological and pedagogical science and practice the following statements are considered to be of immediate interest: influence of social environment on the personality formation (O. Bezpalko, A. Kapska, R. Vainola); substantiation of interrelation between socio-cultural space and its development (V. Buieva, I. Yakymanska); defining the essence of the notions of "educational environment" (A. Afanasiev, T. Alekseyenko, L. Novikova), "personally oriented educational environment" (K. Baltremus,

I. Bekh), “ethno informational environment” (B. Afanasiev). Though, the problem of professional training of future specialist to sociocultural education of primary school children we consider to be revealed insufficiently.

*The Aim of the article* is to ground the essence of sociocultural education as an effective mean of purposeful management of pupils’ socialization in the direction of primary school teacher training to the professional activity.

## THE RESULTS OF THE INVESTIGATION

Sociocultural education of the growing pupil’s personality in the context of socializing reveals as an object of teacher’s professional activity in pedagogically organized microenvironment of primary school.

The educational potential of microenvironment is an integral social and pedagogical complex based on integration of main components of sociocultural education (aim, subjects and objects of education, social and educational interrelation, content of education, means of pedagogical communication, methods of management, mastering of social environment etc.). That is why in the context of social and pedagogical system we distinguish concept direction of its microenvironment that presupposes purposeful, consecutive and systematic influence on personality. Accordingly, pedagogical activity in primary school, including management of pupil’s socialization, his mastering of sociocultural experience, socially and personally meaningful values, is a subsystem of the integral social and pedagogical system of an environment.

The most effective means of education of a human has always been his/her creative work (activity) and communication. While studying pupil is involved in cognitive and practical activity. On the other hand, his studying activity is informative process that is the process of communication (with classmates’ parents, teachers, authors of studying manuals or other means of information). In studying process educational and cognitive information and communication are closely connected with each other.

Traditionally, in teaching process of primary school teachers’ attention emphasizes on its educational function, pupils’ cognitive activity during classes whereas the process of education is, as a rule, connected with specially organized work after classes. Thus, the division of pedagogical process to teaching and educating is rather conventional, if to take into consideration generally recognized principle of integral interrelation between teaching and educating, according to which “there is no studying without educating as well as educating cannot exist without teaching”. Though, education through teaching can have nonacceptable “vector direction” that means to be the mean of provoking such social features which don’t correspond to generally recognized educational ideal and

formed on its basis educational aims and tasks (for instance, negative attitude to educational and working activity, nonsocial actions in relations with classmates etc.).

Education aims at the formation in a person such norms of behavior that correspond to moral principles and rules, accepted in the society. Thus, such behavior can be intrinsically motivated and conscious only in case a person acquires a system of scientific notions, on the basis of which his/her actions are grounded. This knowledge is a result of purposeful studying. So, education as a process of acquiring spiritual and moral values cannot be fully realized beyond studying<sup>1</sup>.

Hereby, the acquiring of new sociocultural experience by pupils is performed through the process of studying, on the one hand, and after classes educational work. Accordingly, education deals not only as the mean of acquiring spiritual and moral aesthetic, natural and mathematic, economic, ecological, technique and technological and other knowledge and practical skills but also forming of a number of social values (feelings, motives, sets etc.). So, in higher educational establishment the emphasis should be put on the fact that the organization of valuable sociocultural education of pupils needs integration and effective use of education opportunities of educational process, on the one hand, and pedagogical potential of education work after classes, on the other hand.

In the meaning of social setting P. Ihnatenko reveals citizenship that contains three constituents: knowledge, feelings and actions, the relations between them he depicts in the form of “a funnel” where the widest part is various knowledge, then feelings (not all the information can be felt) and the narrower part of “a funnel” are deeds, behavior, practical actions<sup>2</sup>. Scientists considered that any knowledge of social content will never be of personal achievement, if it doesn't acquire certain emotional coloring and becomes person's convictions. As they say “nothing can come to human's mind if it doesn't go through his/her heart”.

Convictions constitute the basis of world outlook position of a future teacher. Polish scholars also agree with this statement, for instance, J. Uchyła-Zroski emphasizes acquiring by students spiritual values, their entering into socioculture that is done with the help of an integral scheme: knowledge → feelings → activity<sup>3</sup>.

Sociocultural education of a personality is performed step-by-step by means of acquiring knowledge of certain content, forming stable convictions, emotional attitude, ethic responsibility and experience of social and valuable behavior. Convictions that are integrated with freedom and responsibility deal as means of improvement of specialist's professional competence that refers to the society as a whole. To form stable students' convictions it is important to encourage them to

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<sup>1</sup> Cf. P. Mazur, *Podstawy pedagogiki pastoralnej*, Kraków 2011.

<sup>2</sup> Cf. P. Ihnatenko i in., *Vykhovannya hromadyanyna: psykholoho-pedahohichnyy i narodoznavchyy aspekty*, Kyiv 1997, p. 24.

<sup>3</sup> Cf. J. Uchyła-Zroski, *Aksjologiczne konteksty edukacyjnej wspólnoty kształtowane przez muzykę w szkole wyższej*, in: *Edukacja nauczycieli wobec przemian szkoły*, ed. E. I. Laska, Rzeszów 2007, p. 30.

independent search of scientific knowledge, professional reflection, for instance, on the basis of finding out in social and humanitarian literature the essence of a notion “*social education*” and “*public education*” that are often used as synonyms.

Thus, I. Pidlasyi admits that public (social) education means education that is performed in the system “human-human”, through direct human relations as well as through public institutions (charity funds, associations, public organizations etc.). Though, the author is against understanding public education only as charity activity, giving pedagogical support to children of “risk group” or social help to different levels of population as public education presupposes first of all the formation of relevant personal features (citizenship, patriotism, social activity, responsibility etc.) that cannot be formed separately neither by the family nor school<sup>4</sup>.

Obviously, *public education* is directed first of all on providing harmonization of educational influences on society and personality, creating so-called “balance” between responsibility of the society to the personality and personality to society in the formation of the citizen of a certain country. Social education nowadays is widely spread because of the foundation of social pedagogy as an independent branch of pedagogical knowledge and aimed at making social environment pedagogical and discovering educational potential of a society in the development of personally relevant values of a person.

As a rule, *social education* is treated as “*the process of providing in the society conditions and measures directed on the acquiring and mastering by growing generation common to mankind and special knowledge, social experience aiming at the formation of social and positive valuable orientations in it*”<sup>5</sup>.

Education, as A. Boiko admits, is immortal and permanent category of pedagogical science, it “*is developing on the basis of combining first of all anthropocentric and sociocentric approaches, updating the mechanisms of personal and social self-development in rather independent measures, but connected between each other ontological, gnoseological, axiological and praxiological systems*”<sup>6</sup>.

We consider that education as a social phenomenon contains a complex of forms of social nature: social phenomenon, interaction, organization, institution and social process. As social system education contains such elements as objects and subjects, social institutions, culture and “made cultural” natural environment. Educational system functions are distinguished by cultural, socializing, adaptive, value forming, normative, integrative and social control function<sup>7</sup>. Emphasizing

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<sup>4</sup> Cf. I. Podlasyiy, *Pedagogika*, t. 2, Moskva 2000, p. 190-191.

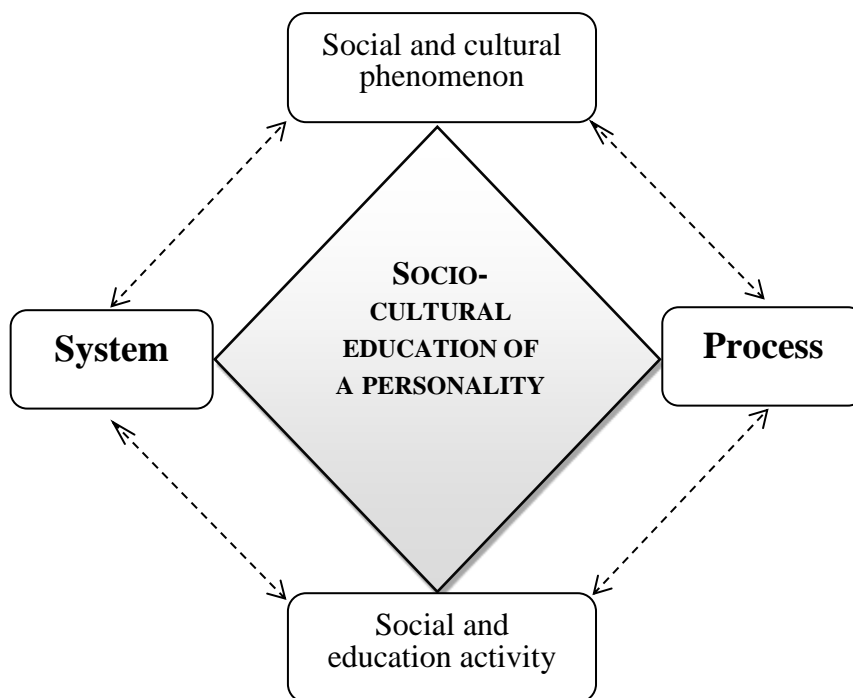
<sup>5</sup> O. Bezpal'ko, *Sotsial'na pedahohika: skhemy, tablytsi, komentari*, Kyiv 2009, p. 29.

<sup>6</sup> A. Boyko, *Metodolohiya, teoriya, praktyka vykhovannya – yedyna systema*, in: *Pedahohichna v psykholohichna nauky v Ukraini*, zb. nauk. prats' do 15-richchya APN Ukrainy u 5 tomakh, t. 1, Kyiv 2007, p. 57.

<sup>7</sup> Cf. P. Mazur, op. cit., p. 49.

on training of future primary school teacher to the realization of cultural function of education as a constituent of social and pedagogical activity is nonrandom as it presupposes deep perception of cultural determinants of a society on the basis of conformity to spiritual and moral laws of human being, awareness of the necessity to increase social and personal level of culture.

In this sense qualitative states of social education (I. Lypskyi)<sup>8</sup> that are presented in Drawing 1.



Drawing 1. *Complex of qualitative states of sociocultural education*

Based on the understanding microenvironment as complicated dynamic open social and pedagogical system that self-organizes, we reveal professional readiness of future teacher to the management of sociocultural education on the basis of defined consequence of certain actions. According to the theory of social management, education in micro society is treated as organization and realization of optimal purposeful influences on environmental parameters as a dynamic system. That is why the management of sociocultural education of pupils in difficult dynamic systems (particularly primary school) is as complex of linear and nonlinear cause and effect dependences based on a feedback. The feedback itself in pedagogical activity and, particularly in the aspect of interrelation between a teacher and pupils, provides self-management of social and pedagogical system of the existing microenvironment.

In revealing of the essence of sociocultural education we focus on the aims of social education,

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<sup>8</sup> I. Lypskyi, *Sotsial'ne vykhovannya*, in: *Entsyklopediya dlya fakhivtsiv sotsial'noyi sfery*, ed. I. Zvyeryeva, Kyiv–Simferopol' 2013, p. 90-91.

taking into consideration cultural achievements of a concrete nation. Acquiring moral values by a child and later entering into social life, happens in the context of the culture that surrounds a child from his/her birth. Process and results of this education depend on the opportunities of the existing social microenvironment in which the formation of an individual as a human and citizen takes place. The level of his/her culture considerably depends on the ability to see, feel and realize beauty in art, particularly in folk art. Necessary condition of education is the formation of personal artistic and aesthetic experience, according to I. Ziaziun, that are needs, emotions, feelings, tastes, points of view, ideals. *“Aesthetic experience through its constituents – special emotions and feelings that inevitably provoke volitional activity, regulates human behavior, directs man’s actions on the object that can satisfy people’s need”*<sup>9</sup>.

We consider that professional training of a teacher at pedagogical educational establishment on the principles of humanity, cooperation and joint creative work with the use of art will act for stating subjective position of a student in educational process, stimulating them to self-education, development of creative thinking, communicative culture and competence. In the context of students’ training to setting up social interaction in the society the first place in pedagogical process should be taken by emotional factor<sup>10</sup>.

We agree with the opinion of Sh. Amonashvili, who was deeply convinced: it’s impossible to educate truly without kids’ tricks. He considers that work with children who imitate adults’ behavior is completely boring: *“At first I’d make them do tricks, be restless and then try to find methods of education”* Author confirms that most pedagogues tend to see in kids’ tricks crime, amorality. Pedagogue stresses that playful kids and merrymakers are first of all cheerful, smart, witty and communicative with developed sense of humor, who notice fun and make everyone laugh around. Only these pupils are the object of pedagogical science, they may be punished but have to be encouraged. Thus, adults should be attentive to rude kids’ tricks when they transform into hooliganism and aggressiveness<sup>11</sup>.

So, an important aspect of professional and pedagogical training is studying by students techniques of emotional stimulation of social and positive behavior and activity of pupils. Emotionally and valued aspect of sociocultural education presupposes working out social and positive attitude of a personality to the norms of social culture, positive emotions and feelings; establishing of favorable moral and psychological climate in the society; strengthening of stress resistance; developing creative abilities etc.

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<sup>9</sup> I. Zyazyun, *Estetychnyy dosvid osoby. Formuvannya i sfery vyyavu*, Kyiv 1976, p. 75.

<sup>10</sup> Cf. L. Pilets'ka, *Sotsializatsiya osobystosti v umovakh transformatsiyi suchasnoho suspil'stva*, Zb. nauk. prats' Prykarpats'koho Natsional'noho Universytetu imeni Vasylia Stefanyka, *Filosofiya, sotsiologiya, psykholohiya*, Ivano-Frankivs'k 2009, nr 14/2, p. 207–218.

<sup>11</sup> Cf. Sh. Amonashvili, *Zdravstvuyte, deti!*, Moskva 1988, p. 25–27.

The process of step-by-step appropriation of social and cultural heritage of a society by means of integrating in new environment is done on the basis of acquiring social reality, reproduction of spiritual and moral values, imitation of normative behavior of this environment, desire to perform social roles and acquiring positive emotions by a personality. Sociocultural educative impact on future specialists in higher pedagogical establishment is considered an effective mean of purposeful training to the management of pupils' socialization in the conditions of school teaching.

Indisputable condition of the formation and development of personality is activity in which most of these or other acquired features are analyzed. Only in the process of pedagogical activity of a future teacher as an open social system *sociocultural education* is performed, under which we understand *the process and the result of purposeful impact on the personality aiming at mastering knowledge of universal values and national culture, social values and positive significant qualities*. Consequently, education helps a student to overthink his/her belonging to the society, corresponding tradition and culture, socialize him/herself and personally realize.

## RULES OF SOCIOCULTURAL EDUCATION

Successful performing of pedagogical activity is possible only on the basis of clearly grounded rules. Academic Honcharenko put an accent on the necessity of discovering and clear distinguishing of pedagogical laws and rules of the investigated phenomenon, pointing at their gnoseological differences: any phenomenon in the process of a complex, compulsory and objective knowledge depends on the state of functioning of their constituents and certain conditions (didactic, psychological, social and others). The presence of this dependence is a rule. Thus, the most important features of a law are necessity, general character, repetition and invariance. On the basis of this, in pedagogical science S. Honcharenko proposes a number of laws, the main of which is *the law of compulsory appropriation by growing generation social experience of older generation* as a necessary condition of entering into public life, realization of succession between generations, life support of a society, separate individual and the development of relevant power of each personality<sup>12</sup>.

*Rules of education* is "a scientific construction which in generalized form maintains reasonable way of teacher's actions concerning the educated person as a participant of subject-subject interaction"<sup>13</sup>.

In modern pedagogical science, there is no unique approach concerning defining rules of professional teacher activity. Traditionally these rules refer to the processes of education or teaching, professional activity of a social pedagogue etc. Still, the dynamics of social and pedagogical

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<sup>12</sup> Cf. S. Honcharenko, *Pedahohichni zakony i zakonornosti*, in: *Pedahohichna i psykholohichna nauky v Ukraini*, zb. nauk. prats' v 5, t. 3, Kyiv 2012, p. 14.

<sup>13</sup> I. Bekh, *Zakonornosti vykhovannya*, in: *Entsyklopediya osvity*, ed. V. H. Kremen', Kyiv 2008, p. 303.

phenomena in the society causes the appearance of new rules which are the causes of the effectiveness of a certain activity.

According to modern researches (H. Vasianovych, S. Honcharenko, A. Kapska, A. Lisnik, P. Mazur, A. Stępnik, I. Pidlaszy and others)<sup>14</sup>, we distinguish such *rules of sociocultural education* in the context of pedagogical activity of primary school teacher as:

- the results of education as a whole system are determined by needs of the development of public industrial powers and real abilities of pupils to acquiring of sociocultural experience;
- dependence of the aim, content, methods, means and forms of pedagogical activity on teaching-educational situations and conditions of their realization;
- humanistic and cultural direction of social and pedagogical process in microenvironment of school;
- integrity and system character of social and educational influences of a teacher in the aspect of preventing negative pupils' actions;
- provision of optimal organization of educational process for achieving maximal possible results due to these conditions;
- conditionality of the results of the activity by the level of teacher's professional mastering;
- necessity to coordinate social and educational influences of school, family and society.

## CONCLUSIONS

Sociocultural education of a primary school pupil we view as a necessary mechanism of transmission of social experience between generations, a process of a formation and development of growing personality under the influence of subjective and objective factors, determinative meaning which belongs to society. Indisputable condition of the formation and development of a personality is proper activity in which to great extent certain acquired qualities are updated. Particularly in the process of pedagogical activity as an open social system social education is performed, under which we understand the process and the result of purposeful influence on the personality aiming at his/her acquiring of knowledge of universal and national culture, social values and positive meaningful qualities<sup>15</sup>.

Modern strategies of professional education put on the first place cardinally new requirements to the process and the results of social development of growing personality: traditional pedagogical paradigm orients teaching and educational process of primary school at specially founded models of

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<sup>14</sup> Cf. P. Mazur, A. Stępnik, *Regional, patriotic and multicultural education in Poland*, "Гірська школа Українських Карпат" 2013, nr 8-9, p. 226-231; H. Vasianovych, *Teoriya antropolohiyi i humanistychnye vykhovannya osobystosti*, in: *Vybrani tvory*, t. 5, L'viv 2010, p. 419-424; A. Lisnik, K. Greňová, *Values development in teaching process*, "Scientific Bulletin of Chełm" 2014, nr 1, p. 13-19.

<sup>15</sup> O. Budnyk. *National education of personality in the context of globalization*, „Обрії” 2015, no 2 (41), p. 33.



social and educational influence on pupils and popularization and the development of anthropological context which defines personality, as a whole and unique, main priority.

*Prospects of future researches* is seen in grounding and working out theoretical and methodical, and organizational assistance of professional training of future specialists to the use of modern educational technologies in educational establishments of different types.

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