

ІСТОРИЯ, ТЕОРІЯ ТА МЕТОДОЛОГІЯ ФАХОВОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ

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FEATURES OF SOCIO-CULTURAL ACTIVITIES IN PRIMARY SCHOOL

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Abstract. In the article the peculiarities of socio-cultural activities as specially organized educational process are identified. This problem is relevant as socio-cultural activities, implemented to school education, contributes to optimization of the teachers' work and makes up new techniques for pupils' creative and intellectual development. The aim of the article is to point out the main features of socio-cultural activities and to analyse approaches to disclosing characteristics of socio-cultural activities. Aiming to find out the concept of “social-cultural activities in primary schools”, the author analyzes several socio-pedagogical techniques and determines that the socio-cultural activity is a process that is carried out in the educational environment. Approaches to determining characteristics of socio-cultural activities at primary school are identified. The author distinguishes cultural, individual and active, humanistic, anthropological, creative and axiological approaches. Each of them is analysed in details, the impact of the approaches on the pupil's learning skills and creative abilities in the process of socio-cultural activity is characterized. It is noticed that the essence of the cultural approach should be relied on the pedagogical consistent pattern, such as the pupils' socialization in which the pupils acquire knowledge and develop the best cultural patterns of a nation, country, and world civilization. The individual and active approach emphasizes on the idea that the development of a personality takes place in different activities. While implementing the humanistic approach the special attention has to be paid to a human inner spiritual world. It is also found out the anthropological approach is a basis of socio-cultural activities that mean the study of a person as “a subject of education”. The creative approach is considered to give an opportunity to develop the pupils' creative style of activity. The axiological approach helps social educators make guideline to the human, national and professional values. It is concluded that socio-cultural activities support and protect the child's personal development and self-realization in specially organized cultural environment.

Keywords: socio-cultural activity; socio-pedagogical activity; socio-cultural space; socialization.

ОСОБЛИВОСТІ СОЦІАЛЬНО-КУЛЬТУРНОЇ ДІЯЛЬНОСТІ В ПОЧАТКОВІЙ ШКОЛІ

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Анотація. Організація соціально-культурної діяльності має значний вплив на формування особистості у дитячому віці. Гармонійний та всебічний розвиток особистості є не лише високим соціальним ідеалом, а й необхідною ключовою для вирішення задач, що стоять на сучасному етапі розвитку суспільства. У статті виявлені особливості соціально-культурної діяльності як спеціально організованого педагогічного процесу. Зроблено аналіз підходів щодо визначення особливостей соціально-культурної діяльності в початковій школі. З метою конкретизації поняття «соціально-культурна діяльність» проаналізовано декілька соціально-педагогічних прийомів і визначено, що соціокультурна діяльність – це процес, який здійснюється в освітньому середовищі. Соціально-культурна діяльність передбачає соціокультурний підхід до процесу освіти як єдності культури та соціуму.

Ключові слова: соціально-культурна діяльність; соціально-педагогічна діяльність; соціокультурний простір.

ОСОБЕННОСТИ СОЦИАЛЬНО-КУЛЬТУРНОЙ ДЕЯТЕЛЬНОСТИ В НАЧАЛЬНОЙ ШКОЛЕ

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Аннотация. Организация социально-культурной деятельности имеет значительное влияние на формирование личности в детском возрасте. Гармоничное и всестороннее развитие личности является не только высоким социальным идеалом, но и необходимой ключевой для решения задач, стоящих на современном этапе развития общества. В статье выявлены особенности социально-культурной деятельности как специально организованного педагогического процесса. Сделан анализ подходов относительно определения особенностей социально-культурной деятельности в начальной школе. С целью конкретизации понятия «социально-культурная деятельность» проанализированы несколько социально-педагогических приемов и определено, что социокультурная деятельность – это процесс, который осуществляется в образовательной среде. Социально-культурная деятельность подразумевает социокультурный подход к процессу образования, как единства культуры и социума.

Ключевые слова: социально-культурная деятельность; социально-педагогическая деятельность; социокультурное пространство.

Statement of the problem in general. One of the factors that affects the development of the student, together with the family, society, and mass media, is a general educational institution. Thus in modern conditions of intensive social development school has an important task to guide children to developing their

independence, creative initiative, social responsibility and to provide a child's independent creative activity not only in school but also outside of it. To realize these possibilities it is important to pay attention to the implementation of socio-cultural activities to school; to pose the issue of optimization of the teachers and social-cultural professionals' work; to develop new methods or to review old ones for providing conditions of the children's creative and intellectual development, organizing their high quality leisure time activities at the primary stage of comprehensive school. From this point of view, the problem of our scientific research is relevant and significant both in theoretical and practical terms.

The latest papers and publications on the problem. In the course of our research special attention is paid to works of V. Andrieiev, N. Bahdasarian, B. Bim-Bad, O. Bezpalko, L. Bozhovych, E. Bondarevska, V. Bocharova, L. Buieva, M. Halahuzova, I. Zvierieva, A. Mudryk, O. Savchenko, S. Sysoieva, E. Semenov, N. Chernukha, S. Cherneta, N. Shchurkova. During the scientific research we consider some theories, such as: theory and methodology of scientific and pedagogical research (V. Andrieiev, V. Bospalko, D. Feldshtein); philosophical theory about socialization (V. Lisovskyi, D. Elkonin); thesis on the social nature of mental activity (L. Vyhotskyi, A. Leontiev, S. Rubinshtein); psychological and pedagogical concept of studying the process of socialization (V. Bocharova, B. Vulfov, M. Halahuzova, V. Semenov); the theory of personality development (B. Ananiev, L. Bozhovych, L. Vyhotskyi).

The aim of the study is to reveal features of socio-cultural activities as specially organised educational process; to analyze approaches to defining characteristics of socio-cultural activities at comprehensive schools.

Presentation of basic research material. Socio-cultural activity is defined as integrative multifunctional sphere of activities that is one of the social work components, whose aim is to organize efficient and meaningful spending child's leisure time; to satisfy and develop cultural needs; to create conditions for self-realization of each personality; to disclose his or her abilities for self-improving.

Socio-cultural activity is children's collective and individual lifestyle which differs by several common features. The most effective institutions in the socio-cultural activity are educational institutions, in which it becomes systematic and gets creative nature. The integrated system of socio-cultural activities at comprehensive school should be considered as a process of personality's constant development in the unseparated unity of organization theory and methodology [7].

In this sense, researcher I. Duranov has an interesting opinion, he thinks social and cultural area involves: the home environment, including family; educational institutions; institutions of culture; the politics of the authority organization in relation to youth and education; mass media and their socio-cultural orientation [4].

In the context of our study socio-cultural activity is a complex concept that includes both the socio-pedagogical activity at primary school and educational process at secondary one.

We consider the socio-pedagogical activity as a kind of professional or volunteer activities aimed to create conditions for the greatest perception and psychological comfort in the society for spiritual development of a person or a group of people, to humanize their relations, to give a person mental, moral, physical, medical and other kinds of assistance on the purpose of his or her life harmonization. Formation, development and implementation of human spirituality, harmonization and democratization of the relationship between a personality and a society constitute the main aim of socio-educational activities [6]. So socio-pedagogical activity is a complicated and multidimensional phenomenon. Its implementation covers all the subjects of the educational process.

According to V. Semenov's point of view [10], pedagogical process operates in a cultural space; that's why pedagogical activity has a social and cultural nature.

In our research on the purpose of specifying the concept of "social-cultural activities of primary school" it is necessary to analyze a few approaches to the definition of the concept "social-pedagogical activity".

M. Halahuzova believes that socio-pedagogical activity is always "addressing", aimed at a certain child to solve his or her individual problems with the study of the child's personality and the society that surrounds him or her. Socio-pedagogical activity unlike pedagogical one has much bigger area of application [2].

S. Palchevskyi defines the socio-pedagogical activity as "an appropriate number of social pedagogues' actions, aimed at the providing spiritual, material, organizational support to clients of different ages and their groups to determine their place and role in the life of society in terms of harmonising internal personal and general community needs and interests "[8].

M. Hurianova says that “socio-pedagogical activity is a special type of educational activities aimed at social identity in the system of the environment interactions” [3].

Philosopher H. Shchedrovytskyi pointed at the cultural character of the pedagogical activity. He denoted that pedagogical activity as a socio-cultural process performs the function of transferring and realizing the culture [9].

Therefore, socio-pedagogical activity appears to be one of the leading socio-cultural activities in the society. Social conditionality of socio-cultural activities is closely associated with a child’s vital function, with a strong sense of the socialization.

The process of the socio-cultural activities functioning is represented as the interaction of two tendencies: socialization and individualization. If the first one is to help an individual get acquainted with its social entity, the main task of the second tendency is making the personal lifestyle thanks to which a person is able to develop according to his or her own natural inclinations and needs.

In the view of above consideration specifics of the socio-cultural activities of an educational institution can be distinguished: the structure of socio-cultural educational environment in educational institution; the organization of a unified creative educational environment; emotional well-being which is achieved by various kinds of socio-cultural activities; socio-cultural training for teachers, children and parents; development of educational curriculums on the basis of pedagogical approaches.

In the process of scientific research it was found out that one of the peculiarities of socio-cultural activities in primary school is its basis on a specific pedagogical approach, namely: cultural, individual and active, humanistic, anthropological, creative, and axiological. We consider it is necessary to detail each of them.

The cultural approach is realized as the principle of culture correspondence, the essence of which is to rely on the pedagogical consistent pattern: the process of socialization of the pupil would be more efficient if it integrates and fit into the context of the culture, so that a pupil can actively acquire knowledge and creatively develop the best cultural patterns of a nation, country, world civilization.

So socialization under the principle of cultural correspondence is the process of interiorisation (the assignment) and the development of a personality’s spiritual culture. The development of the young generation’s spiritual culture will

take place if a pupil is an active participant in the daily cultural and spiritual life of his school, class or city.

Taking into account the specifics of our research the following leading directions are pointed out in cultural approach: one of the main aspects of socialization is the human personality's development; national culture and ethnopedagogy should be a basis and a priority in the process of socialization; in the process of socialization it is necessary to take into account the socio-cultural situation; the parents and teachers' culture level plays an important and sometimes decisive part in the socialization process; achievements of world culture should be allocated in the context of the socialization process.

During the research we also pay attention to the possibility of individual and active approach (B. Ananiev, L. Vyhotskyi, O. Leontiev, S. Rubinshtein).

The basis of the individual and active approach is expressed in the idea that the development of a personality is formed in different activities. The process of education is seen from the point of view of all its participants' personal conditionality.

In the context of research problems the main features of individual and active approach are the following: an educator's consistent attitude to the pupil as to a personality, as to the self-aware subject of his or her own development and as the subject of pedagogical interaction; the choice and organization of child's activity to pose him or her as a subject of cognition and communication (learning how to choose aims, to plan and organize activities, regulation, control, self-analysis and evaluation of activity results); targeting not only to get knowledge, but also to ways of its assimilation, thinking and activity (a child's ability to acquire, assimilate and use the knowledge independently).

The individual and active approach in the process of socialization requires special structure which includes not only knowledge of behavior rules and norms, spiritual values, but also such knowledge and skills that pupils need in order to understand the motives of their behavior, to evaluate any situations, to plan their activities in accordance with the accepted values.

The humanistic approach, which involves the social educators' activities as a form of displaying practical humanistic attitude towards vulnerable children, is also significant in the process of our research. The main task of the social educators' activity is to provide rights and to protect interests and opportunities of children of different social and age groups. In such a way special attention should be paid to knowledge of a human inner spiritual world.

In the process of socio-cultural activities the humanistic approach includes the following conditions: personal integrity, and in the process of its forming it is important to understand and to take into account ways of its natural unification and individuality; personal development takes place throughout the life, first of all in the process of its socialization; humanistic education is not a direct influence on a personality, but a real interaction between the personality and various subjects: special people, micro groups and big groups. The leading ideas of humanistic education are socialization, humanization and humanitarization of education, people's free self-determination and protection of their rights.

Foreground purposes of the humanistic education in the process of socialization are the considering a child as the value, his or her mastering the basis of culture; the development of a special personality, his or her identity, assisting the child in life self-determination (world outlook, spiritual and moral, civil, physical, integrated one) and creating the necessary conditions for this.

According to the problem of our research anthropological approach as a basis of socio-cultural activities involves the study of a person as "a subject of education". This approach is based on philosophical, psychological and pedagogical anthropology. Pedagogical anthropology is regarded to be the basis of the theory and practice of education as an independent field of research. Anthropological approach includes a substantial change in the objectives of pedagogical education; refusal from managing and manipulative purposes, giving the priority to targets of personality's self-development and self-actualization (B. Bim-Bad) [1].

According to research problems the creative approach focuses on forming a creative personality, developing the creative style of activity, developing the capacity to find innovate, non-standard solutions of pedagogical tasks in the process of socio-cultural activities.

From the philosophical point of view creativity is the people's activity, which changes the natural and social world according to their purposes and needs based on objective laws of real life. The purpose of the creative pedagogy is to develop a creative personality who is characterized with a high-level focus on creativity, creative style in one of the activities, originality, uniqueness of activity products and results.

In the context of socio-cultural activities such signs of pedagogical creativity are indicated: a high level of social and moral consciousness; search and transformational thinking style; developed intellectual and logical abilities (ability

to analyze, to substantiate, to explain, to found out main items etc.); problem vision; creative fantasy, well-developed imagination; specific personal qualities (love to children; selflessness; courage; readiness to reasonable risk in professional activities; purposefulness; curiosity; autonomy; persistence; enthusiasm); specific motives (need to realize someone's own "I"; the desire to be recognized; the creative interest; enthusiasm to the creative process, work; the desire to achieve the greatest effectiveness in specific educational conditions); communication abilities; the capacity for self-management; a high level of general culture [11].

The axiological approach is important for our work, too, it is disclosed in the works of V. Karakovskiy, I. Kotov, H. Chizhakov, Ye. Shyianov, N. Shchurkova, Ye. Yamburh and covers orientation to values in socio-cultural activities, guides the social educator to the human, national and professional values.

V. Karakovskiy [5] considers the values of socio-cultural activities to be those features which allow social teachers to meet their material and spiritual needs and serve as guidelines to their social and professional activity, aimed at reaching socially significant humanistic ideas. Value orientation is the degree of personality's openness expression.

Conclusions. In the process of socio-cultural activities the child learns new things about the world, assimilates new skills. A lot of aims of socio-cultural activities enrich the personality's value opinions, affect its value orientation. It develops the child's creative abilities (forms a rich imagination, flexible thinking, ability to accumulate experience).

We consider socio-cultural activities as specially organized the pedagogical process aimed at the support and protection of the child's personal development and self-realization in specially organized cultural environment.

The main features of socio-cultural activities at the comprehensive educational institutions emphasize on their uniqueness, as a set of conditions of the effectiveness of the children's socialization.

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