

## SOCIO-CULTURAL CONDITIONS OF EDUCATIONAL ENVIRONMENT DEVELOPMENT

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### Abstract

**Purpose:** The article conducts the study socio-cultural conditions of educational environment development.

**Methodology:** The criteria for assessing the quality of synchronization actions of heads of educational institutions are determined as well as the criteria for assessing the quality of inter-agency cooperation and self-organization of actors of educational systems and the cooperation among themselves.

**Result:** We found out that the current process of educational environment development is in crisis at the level of goal-setting; selection of approaches and principles, forms, methods, and means; selection of criteria for the effectiveness of actors' activities.

**Applications:** This research can be used for universities, teachers, and students.

**Novelty/Originality:** In this research, the model of socio-cultural conditions of educational environment development is presented in a comprehensive and complete manner.

**Keywords:** *educational environment, self-organization, cultural practices, development concepts, development factors.*

### INTRODUCTION

At present, the educational environment is changing rapidly, which is associated with changes in socio-cultural conditions and technical progress. Paradoxically, these changes often do not correspond either to the tendencies of the development of culture in general, to the sociocultural characteristics of a particular region, or to the socio-cultural needs of a community. If earlier, the subjects of educational environments were attributed exclusively to the representatives of the pedagogical team, today it is practically any member of society, regardless of age and professional affiliation, who takes an active position in relation to the positive transformation of the educational environment and, most importantly, understands its culture-creating role. Today, more than ever, the organization of new forms of intrasubject interaction in educational environments, including children and adults of different ages, becomes relevant; ([Ibatova, et al. 2017](#); [IBATOVA, & SHEPELYUK, 2017](#); [Jahani, Rostami, & Shabanzadeh, 2016](#)).

For a long time, sociocultural conditions have caused such features of educational environments as closeness, mono activity, monologue, mono conception, isolation. Modern socio-cultural conditions actualize not at all new, but not previously demanded in educational environments, the principles of openness, interactivity, variability, complementarity.

There is no "point" in the study of the question of combining the variability of the diverse cultural practices of subjects of education in the context of the latter's standardization.

The actual task of the research is to clarify the principles, specify cultural culture and culture-transforming functions of educational environments and clarify the strategies and trends of their development in the context of a combination of standardization and variability processes.

### METHODOLOGY

This problem integrates into itself the promising areas of pedagogical research of the last decades, devoted to the study of such topics as "democratic school", "school - socio-cultural center of the territory", project "City-as-school" "city-as-school", "cultural practices subjects of education", etc. Thus, the main goal of the research is to clarify the socio-cultural conditions for the development of the educational environment.

The study was based on the interdisciplinary perception of a person as a subject of culture, an active creator of his life, a person at a higher (individualized for each) level of activity, integrity, autonomy (K. A. Abulkhanova-Slavskaya, A. V. Brushlinsky, V. P. Zinchenko, V.V. Znakov, V. A. Petrovsky, S. L. Rubinstein, V. I. Slobodchikov, etc.). Also, the study was based on the concepts of the essence and mechanism of cultural self-determination in the context of the concept of socialization of the individual (E.A. Alexandrov, R. Berns, N. B. Krylova, A. N. Leontyev, S. Marcia, A. V. Mudrik, V. . A. Petrovsky, V. M. Rozin, S. L. Rubinstein, I. D. Frumin, I. G. Shendrik, etc.). An ontogenetic approach was used, revealing the patterns of self-determination and self-development of a growing person and the mechanisms that ensure the social and individual intertwining, the idea of conditionality of development by the dialectical unity of socialization and

individualization (S. I. Hessen, L. S. Vygotsky, A. V. Mudrik, V. S. Mukhina, DI Feldstein and others). The reflexive-activity approach to the development of the subject (N. G. Alekseev, V. V. Davydov, S. L. Rubinshtein, V. I. Slobodchikov, etc.) and the concept of productive education (M. I. Bashmakov, I. Bem, K.N. Wentzel, G.Vineken, S.I. Hessen, J. Dewey, I. Illich, N. B. Krylova, O. M. Leontyeva, N. F. Rodichev, S. Freinet, A. V. Khutorskoy, S. N. Chistyakov, S. T. Shatsky, B. Schlesenger, I. Schneider, and others) ([Tarasov, 2011](#); [Malakhova, O. Yu. 2018](#) ).

## RESULTS

The project was dedicated to identifying the sociocultural conditions for the development of educational environments.

Organized and conducted a study aimed at studying the needs, interests, and attitudes of subjects of education, affecting the development of the educational environment. The study used the methods of survey and interviews, problem-oriented analysis, best practices (best practice) and the method of case study (case-law).

In the study, according to previously published in collaboration with E.A. To the maximum definition, we consider “educational associations as a set of educational, scientific organizations, production units, social and culture-generating institutions that cooperate on the basis of sectoral affiliation, common development goals, to influence the regional environment or for the sake of any advantages”.

Analysis of the answers allowed to make sure that the respondents have different attitudes towards the educational environment in which they live. In responses, 63 percent of respondents sounded more negative characteristics of the educational environment, while the rest, although under some doubt, expressed a positive attitude to what is happening in the field of education.

Opinions about the need for the development of educational environments differed from “traditionally conservative” (40% of respondents) through “consistently transforming” (32% of respondents) to “radically transforming” (28%).

However, in any case, stating the need for stagnation or the development of educational environments, respondents mainly focused on how to make educational organizations attractive for students (75%), not useless (89%), how to make the most of their educational opportunities (93 %). A significant proportion of respondents (77%) stated that the educational organization’s environment should now be variable and open in nature, and its components should be, though interlinked, but interchangeable.

Also, the answers of the respondents confirmed the tendency revealed by us to change the priority of the influence of various groups of sociocultural factors on the development of the educational environment.

It should be noted that, according to our research with I. Baranauskin, the upbringing environment is, on the one hand, an “opportunity” environment, taking advantage of which, a growing person can satisfy his basic needs, develop his subjectivity and personal-professional qualities. On the other hand, it also has the properties of the environment-“conditions”, being realized through the activities of the class teacher, teacher, curator, tutor, teacher who helps growing people, including those with special educational needs”.

In earlier articles, we wrote that sociocultural Meso-and macro-factors are rapidly taking the first place, which, in turn, determines the following factors affecting the development of educational environments. This study allowed us to fix the presence of several more factors that directly affect the development of the educational environment.

The first factor: the delimitation of the processes of development of the educational environment due to the influence of the families of students and due to the influence of the traditions and way of the educational organization as such. In this case, we mean the mismatch of the socio-cultural structure of the student's family and the structure of the educational environment. Moreover, this trend is not negative, many families today have a clear idea of the goal and process of the child’s development, as well as about their own possibilities (creating a situation of eventfulness, environmental influence, reflexive communication), thanks to which the participation of representatives of educational organizations in the development of a child from parents not intended or reduced to the required minimum of the organizational plan. There is also the opposite phenomenon and their intermediate version.

The second factor: the stable existence of an educational environment that combines the processes mentioned above, but does not take into account the possibilities of the educational space of the urban/rural community as a whole. In this case, one should speak of two parallel lines of development of the interaction of "external" and "internal" subjects of educational environments.

From here, the development of the educational environment according to one or another scenario can be facilitated both by its “external” subjects (to which we classify, for example, the students' parents) and by the “internal” ones (actual representatives of the pedagogical community of the educational environment).

The “external facilitation” scenario: the opinion of the “external” subjects of the educational environment about the goal, principles, process, methods, forms, and methods of the child’s development is primary, the “internal” subjects take it into account. This situation is typical for subjects who have formed a responsible parental position and developed a readiness to defend their parental rights, assuming responsibility for the result of the education of their child. However, the educational

environment that they create for their child is somewhat isolated, since they rarely / practically do not use the developing potential of other educational, cultural, sports institutions for various reasons. Nevertheless, these parents, brought up in a different culture characteristic of the modern world, actively influence educational policy and the development of the educational environment.

The scenario of “internal facilitation” - the opinion of “external” subjects is fundamental for the subjects of “internal” who, in the home environment, strive to follow practically all the recommendations of teachers in a clear and complete manner. In this case, the educational environment develops, paradoxically, due to the stable interaction of its external and internal subjects.

The third factor: the expansion of the educational environment to the educational space, combining the complementary areas of home communication, the educational environment of the basic educational organization, institutions of additional education, cultural, leisure and sports institutions, capabilities of information systems. The behavior and needs of external subjects of the educational environment, in this case, are determined by the way of life, cultural practices, financial opportunities, the amount of time they can be with their child and the cultural potential by which they can communicate with them in a reflexive-developing way.

In the process of research, we met with paradoxical phenomena, the essence of which is seen in the fact that the development of educational environments, as educational systems, is based both on classical and on principles that have already become familiar in recent times.

The first is the principle of clarity and cultural conformity, the second is the principles of variability and openness. However, the specificity of modern childhood offers us to combine talking about individualization, coupled with virtual ways of facilitating socialization.

The results of the study prove that in the modern socio-cultural situation, the direction of development of the educational environment should be given an educational vector. Moreover, combining the "consistently transforming" and "radically transforming" methods, but based on the "traditionally conservative", that is, the basic cultural values of our society.

The paradox of the possibility of self-development through participation in communities becomes solvable if the dynamics of intersubject interaction in the process of cultural self-determination are addressed: discussion of the values and meanings of the subjects of the community in particular and the community as a whole - reflection of personal behavior in the process of interpersonal interaction - choice of strategies and tactics of individual behavior - cultural test of participation in community activities in accordance with the chosen strategy and behavior tactics I am in the process of implementing cultural practices.

The cultural practice of self-organization of the subject of the educational environment is a goal-setting activity aimed at creating conditions and organizing one's own development. In fact, it is this practice that is human-forming.

The cultural practice of self-organization of the subject of the educational environment consists of the development, understanding and individual variation in their transformation of objective socio-cultural reality. If the latter is understood as the educational space, then the professional activity of its “internal” subjects can really only influence the creation of conditions for human development. We influence not self-organization and development, but the initiation of self-organization and development. And if a person is taught how to use these conditions for self-organization, then this practice will be effective. Otherwise - self-organization will not occur.

The main conceptual theses of this model are as follows:

- The development of individual abilities presupposes, in a preventive manner, the formation of a person's readiness to make responsible personal decisions, and only then - the ability for independent activities of an innovative nature, self-development and continuous self-education;
- Education can and should be obtained at this pace, “pace” (of various educational institutions) and with the help of those forms, means and methods of education and training that most closely correspond to individual psycho-physiological peculiarities of a person, however, taking into account his “zone of proximal development” ( LS Vygotsky), and the specifics of a promising individual trajectory of development, upbringing and training: knowledge-, practical, creative-oriented, as well as individual- and personal-oriented;
- Since in a real situation a person interacts with a large number of people, both personally and professionally, then in the process of his education it is necessary to provide pedagogically for them to live various diverse cultural practices, situations of intersubject interaction, and not locally limited, but heteroterritorial , not only of one age, but of different ages.

Naturally, there are classical and seemingly unquestionable methodological foundations of the formation and development of such an educational environment. We include such traditional ones as the principle of cultural conformity, nature conformance, and rather new principles of socioobraznost, eventfulness and some others ([Villalobos, 2018](#); [Laamena, et al. 2018](#)).

However, research has shown that at present the educational environment is undergoing a crisis at several levels.

At the goal of goal setting, there is a disagreement between the goals of “internal” subjects and goals, which are spelled out in the concepts of development of educational organizations.

At the level of choice of pedagogical approaches and principles, similarly, their mismatch between themselves is fixed, which causes not only methodological confusion but also further non-compliance already with the methods and forms of work of the subjects of education. For example, we believe that the activity approach can in no way be implemented through monologue classes of the information and reproductive plan. Such cases, as studies have shown in practice are not rare.

At the level of the choice of forms, methods, and means of activity, one should speak about a different direction of mismatch: mismatch between existing methods, etc. in practice and the needs of modern subjects of educational environments. Methods of educating a modern growing person are a blank spot in the professional archive of the activities of the subjects of the educational environment. To the archive, to the utmost regret and alarm, methods for the formation of consciousness have been handed over. Or a small number of them are lost in the methods of organizing activities. Means of education are waiting for their researchers.

At the level of choice of criteria for the work of “internal” subjects, there is probably the most “dangerous” mismatch: the traditions of the external evaluation of educational activities are inherent in medus, and compared to average figures, but not an individual increment of education as such.

From here we single out several models for developing a concept for the development of an educational environment on the basis of which of the above components forms the basis of this process.

1. Models of developing concepts that imply an “innovative” development of the educational environment.

#### **Model "from a new combination of principles and approaches - to forms and methods":**

This model is characteristic of the situation of global changes in the educational system, the catalyst of which may be a “fashionable” concept, idea, theory. This is how scientific-oriented groups, often having a supervisor - a candidate or doctor of pedagogical sciences, build the educational environment. At one time, educational environments based on a personality-oriented approach, subject-subject relations, and so on, were formed according to this model.

This model leads to the construction of an actual operating system of educational work and a training system only if the team is not limited to understanding the methodological basis of the concept, but sets adequate basic theory tasks, selects the appropriate forms, methods, and techniques of education and development. A careful analysis of the set of concepts shows that the theories stated in the first pages are not supported by the necessary and sufficient forms and methods of work for them. There are no reasonably formulated goals and objectives and teachers do not receive an answer to the question - why are we doing this? Hence, the declaration of ideas and the continuation of work according to the old, the dissonance between theory and practice, as a result, distrust of theoretical research and confidence in the solidity and immutability of a stable and invariant "lesson" and "classroom hour".

**The model “from a new combination of forms and methods to principles and approaches”** is characteristic of methodically-oriented teams, or for teams in which there are many young employees experiencing a period of “trials” of various methodological developments and only then understanding the need for methodological understanding of events. It is important that a consultant emerges exactly when he is in demand. Only in this case will it be possible to proceed to the systematization of the accumulated experience and productive search for principles and approaches consistent with the practice of this educational organization. The positive effect is the creation of a variable educational space for experiencing and living a variety of cultural practices due to the diversity of actions organized by the teacher. Certain risks include the mosaic of events, as well as the fatigue of people living in a situation of unsystematic emotional involvement in educational reality.

The following models for the development of concepts are characteristic of educational systems with stable traditions, a formed image, which decided to “smoothly evolve”.

**The model “from traditions to a new combination of forms and methods”** is manifested in educational organizations that are faced with the need to modernize, but consider it necessary to accomplish this smoothly, taking into account and carefully preserving the accumulated experience.

**The model “from traditions to a new combination of principles and approaches”** is more revolutionary than the previous one, since the team decides to change some basic bases of its activities. In any case, in the process of developing the concept, the main focus is on some two control points - those components that the administration considers key, or those with which the teachers are familiar. The remaining components remain outside the scope of attention.

So, as indicators of identifying the effects of various socio-cultural conditions on the development of educational environments we consider:



- The positive impact of the educational process on the development of socially significant qualities of the subjects of educational environments;
- Creation of conditions for subjects of educational environments with the aim of improving the quality of their life, both in the professional sphere and taking into account the satisfaction of the rest of their basic needs;
- Improvement of all aspects of social relations in educational environments, the formation of an open democratic professional community.

It is also necessary to take into account the factors that influence the results of the choice of the “internal” subject of the educational environment of any role for themselves.

External factors (we arrange them according to the degree of reduction of influence on the result of choice): the socio-cultural traditions of the region, which determine the request for the teacher’s behavior, their choice of strategy and tactics of interaction with the family and child; spiritual and moral foundations that determine the behavior and activities of a group of leaders in an educational organization; traditions of educational organization, rituals, collective stage setting of behavior; state order expressed in the GEF.

By the way, recently, the hierarchy of influence of factors has changed: the factors that have been combined should be designated as the structure of the educational environment and have significantly weakened their positions in government order, have become more significant.

Also, the result of our research is the identification of patterns: external factors influence the birth of new functions of activity (facilitation, maintenance) and the change in the significance of traditional (organizational, see above).

Internal factors (we arrange them according to the degree of reduction of influence on the result of the choice): characterological features of the personality; the spiritual and moral basis of behavior; they need to take one or another professional position: supportive or detached in relation to the child and his family; professional experience.

Moreover, all this has an impact on increasing the demand for new roles of a teacher - moderator, facilitator, consultant and reducing the importance of such familiar ones as a controller, expert, etc.

## CONCLUSION

The findings of the study and prospects for further research in this direction. The study made it possible to identify the following pattern: if internal factors dominate in the educational environment, this is often manifested in the emergence of the mono-author of the structure of the educational organization; if external factors dominate, the author groups are formed. This conclusion is not final and requires careful verification.

The study showed that it is the combination of internal and external factors that creates a sociocultural community in the educational environment, the specificity of which determines its structure.

Moreover, it should be borne in mind that the dominance of internal factors gives rise to the authors of the structure.

The dominance of external factors leads to the fact that in the educational environment, author groups begin to emerge, building a model for the development of the educational environment, corresponding to sociocultural conditions, on the same fundamental principles.

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