

System of Development of Socio-Cultural and Educational Sphere in General Education Schools

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Abstract: Development and teaching technologies of sociocultural and educational spheres have been developed in comprehensive schools. The socio-cultural and educational sphere is a specially organized system of social-cultural and educational values and personal behavior aimed at solving various situations and problems in the process of education and the life of society in general.

Keywords: school, education, culture, field, education, training, development, technology, technology, process, cluster, system, model.

Today, the development, modeling, and research of teaching technologies in the development of socio-cultural and educational spheres in general education schools remain relevant.

To further improve the practice trend of development of the socio-cultural and educational sphere in the world, the approval of the state educational standard of general education sets before the school qualitatively new, incomparably more complex tasks than before. The introduction of a cluster approach to the educational process requires the creation of a more developed system of extracurricular activities for students by expanding the scope of additional educational services, which in turn requires the development of social partnership and network cooperation of the school with a wide range of institutions and organizations in the open society. Special attention is paid to the development of a single socio-cultural and educational sphere of the school around the learner, maximizing his creative abilities and building an individual educational trajectory taking into account his interests, inclinations, and needs. The urgency of studying the socio-cultural and educational sphere is the process of rapid changes taking place in the social, cultural, and economic spheres and the need to revise and redefine the educational tasks that meet the demands of peace. The tasks facing the modern education system have created the need to analyze the sociocultural and educational sphere to determine the integration potential and determine the prospects for further development.

Modern researchers interpret the concept of "field" differently: they talk about informational, educational, cultural, as well as political, and economic fields. "From a formal point of view, a field is a set of objects, which are determined by the functional properties of objects, the distance between them, and mutual relations are established."

Many publications in recent years talk about the increasing use of the term "field": the field of education, the field of childhood, the field of unified education, and socio-cultural and educational fields. Each of the listed terms includes a certain set of elements describing a certain field of human activity.

Thus, the concept of the "field of education" is widely introduced into the explanatory apparatus of pedagogy. Researchers have studied various aspects of his activity in their scientific works (M.Ya. Vilensky, V.I. Ginetsinsky, V.Ya. Konev, E.V. Meshcheryakova, V.I. Panov, V.I. Slobodchikov, I.G. Shendrick and others).

In the science of pedagogy, the field of education means the set of conditions, influences, relationships, and possibilities of personality formation. Many psychologists and teachers consider the field of education to be the following components: the set of applied educational technologies, extracurricular activities, management of the educational process; understand the system, which includes interaction with external educational and social institutions. Thus, the field of education can be interpreted as the result of project-integrated activities of a range of interested persons and participants. The field of education has the following descriptive characteristics:

multi-functionality, i.e. compatibility with different goals, the ability to solve tasks of different levels and types, to carry out different types of educational activities;

multidirectional, that is, describing a wide range of differentiated educational services according to the characteristics of the content (including educational technologies);

flexibility and variability, that is, a high level of educational tolerance, and quick adaptation to changing situations.

The sociocultural and educational sphere is objectively highly uncertain and therefore cannot be accurately described: "It must be diverse and multifaceted, which ensures free development and, as a result, the realization of true humanism in the educational process."

So, "socio-cultural and educational sphere is a set of conditions and opportunities for the development of a person determined by the quality of activity of educational and socio-cultural and educational institutions and the social-cultural environment". In the organizational sense, the socio-cultural and educational sphere means "a set of institutional (educational system, free time), social and spiritual factors and conditions that directly surround the child in the process of education."

The socio-cultural and educational sphere is a specially organized system of social-cultural and educational values and personal behavior aimed at solving various situations and problems in the process of education and the life of society in general. The socio-cultural and educational sphere is a developing whole, the constituent elements of which are used by the subjects of the educational process to master humanistic values and convey them to others.

Thus, the socio-cultural and educational sphere embodies the relationship between "culture" and "enlightenment". Culture is the main source of educational content, it reflects the values of a person in his spiritual and material activities, the characteristics and qualities of a person as a carrier and creator of culture, and education is a goal-oriented method of mastering culture, cooperation in the process of mastering the opportunities that are formed in the socio-cultural and educational sphere of the school. , creates conditions for the establishment of relations of sitting".

As part of our research, we present N.V. Shigaleva's views on socio-cultural and educational models. According to him, the model of the sociocultural and educational sphere as a developing whole includes:

- spatial-semantic component: architectural-aesthetic organization of the life sphere of schoolchildren (architecture of school buildings, interior design, etc.), the symbolic sphere of the school (various symbols, wall information, etc.);
- content-methodical component: education, educational concepts, educational programs, plans, textbooks, etc.; forms and methods of an educational organization (lessons, didactic games, excursions, etc.; academic teams of students, class structures, and self-management at school, etc.);

- communicative - organizational component (characteristics of the subjects of the educational environment - the status, roles, nationality, gender, and age characteristics of students, teachers, their values, attitudes, stereotypes; communication field - communication and teaching style, sectoral and social density of the environment of educational subjects, organizational conditions - the existence of creative groups of teachers, initiative groups of parents, etc.). Describing the sociocultural and educational sphere in the form of a model "allows us to determine the main directions of its design, development, and management: development of the subject-spatial sphere of the school; the content and organization of the field of education (enriched, demanding knowledge); development of interpersonal characteristics, relations, the culture of communication (organization of communication, teaching, and transfer of relations)".

N.V. Shigaleva conditionally divides the socio-cultural and educational sphere of the school into the educational and developmental environment and the environment for the development of extracurricular free time. Even though N.V. Shigaleva first considered the socio-cultural and educational sphere of the school, the ideas about the model of the socio-cultural and educational sphere can be transferred to a larger subject. In this case, models become more complex, and multi-component, design and management processes become more complicated.

Thus, the concept of the socio-cultural and educational sphere was actively interpreted in the scientific works of local researchers. The analysis of pedagogical research shows that many scientists consider the socio-cultural and educational sphere as a set of specially organized elements that ensure the development and self-development of each person, a system of conditions for the personal and creative development of children and teachers, and an environment for personal development and education.

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