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SOCIO-PEDAGOGICAL DIAGNOSTICS OF THE ARTISTIC AND CULTURAL ENVIRONMENT OF THE REGION AS A FACTOR OF UPBRINGING

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ABSTRACT

This article actualizes the problem of studying the artistic and cultural environment of the region as the factor of education, determining the means and methods of diagnosing its educational capabilities. During the research, the selection, adaptation, and development of diagnostic tools for solving the tasks were carried out. We have identified the resources of the artistic and cultural environment of the region, which are not always used to solve the problems of education. As the main resource, we see a teacher motivated for a child's spiritual development and inclusion in the artistic and cultural environment of the region. Socio-pedagogical diagnostics of the artistic and cultural environment of the region was carried out from the standpoint of a non-physicalist approach, which involves not only a description of the components of the environment (theatrical, architectural, musical, museum and other environments), its material resources, but also monitoring of relations and values between a person and an artistic and cultural environment.

Keywords: *artistic and cultural environment, factors of upbringing, socio-pedagogical diagnostics, educational activity resources, interaction with the artistic and cultural environment, non-physicalist approach.*

INTRODUCTION

We consider the artistic and cultural environment as the education factor in the context of its social and pedagogical possibilities (A.V. Mudrik, 2005; M.V. Shakurova, 2004).

The article aims to study and describe the features of the artistic and cultural environment of the region, which can be used to solve the problems of a child's upbringing, development, and positive socialization.

The studies of foreign scientists most often considered the general cultural and creative development of the child in the educational environment, as well as the artistic and cultural environment, as a means of solving the problems of aesthetic education (I. Hicela, K.Dubravka, 2013), although its socio-pedagogical possibilities are much wider.

The problems of diagnosing some specific qualities and properties of subjects of artistic and creative activity (motives, interests, creativity) are considered from the point of view of psychology and are rather demanded in the practice of solving problems of a child's development (S. R. Luria, J. C. Kaufman, M. Benedek, R. Bruckdorfer, E. Jauk and others).

The study of the mechanisms of interaction between the school and artistic and cultural practices and their influence on the development of the child's potential is interesting to several scientists (O. Denac, B. Sicherl-Kafol, B. Cagran, I. Hicela, and K.Dubravka).

Our study considered the possibilities of the artistic and cultural environment as a factor in education.

By socio-pedagogical diagnostics of the artistic and cultural environment of the region, we understand the study of the conditions and possibilities of the artistic and cultural environment for solving the problems of social education and socio-pedagogical support of the child, as well as for determining the directions and mechanisms of interaction between the artistic and cultural environment of the region and educational institutions (Necenko, O.V., 2015).

Socio-pedagogical diagnostics of the artistic and cultural environment of the region has several features:

- it is diagnostics of the conditions essential for successful socialisation of the child, his or her upbringing and full development, as well as problems and, risks, dangers;
- includes not merely a description of its components, elements, functions, traditions, subcultures, etc. (through the preparation of passports, maps, cards, card

indexes, etc.), but also the identification of teachers, students, parents' attitude towards various components of this environment;

- it is the determination of not only the children and adolescents' actual artistic creativity coverage, the degree of their involvement in artistic and cultural practices, but also the demand for cultural institutions, activities and events in the field of artistic creativity;

- identification of cultural values, positive artistic and cultural practices, creative successes of the younger generation sources of information for children and young people and free access to this information (Necenko, O.V., 2018).

We consider the following directions of diagnostics of the artistic and cultural environment of the region as a factor of education leading:

- the study of the children, adolescents, parents, teachers and the community's attitude towards the artistic and cultural environment of the region, its components and elements, events, artistic and cultural practices, traditions, artistic brands, etc.;

- the study of the motives and needs of artistic activity;

- the determination of the most popular artistic and cultural practices and institutions of artistic culture;

- the monitoring the social activity of the region subjects' environment; - determination of educators' level of general cultural development, the degree of their understanding of the significance of the artistic and cultural heritage and artistic and creative activity for solving the problems of child's raising and development;

- the identification of the intensity of interaction between children, adolescents, educational organisations, and the artistic and cultural environment of the region (Necenko O.V., Reushenko A.A., 2018).

Diagnostics of the artistic and cultural environment have several difficulties and limitations:

Elements and components of the artistic and cultural environment are not transparent; their meaning and significance are often not visible from their appearance;

teachers do not tend to analyze together with the child the process of his or her interaction with the environment, impressions, emotions, values, motives and further needs arising on this basis;

diagnostics of the dangers that lie in wait for the child in the artistic and cultural environment, and the potentials of the environment, given its multi-layered nature, cannot always be unambiguously interpreted in the primary diagnostics and limited tools;

a mediator is needed between the environment and the child (parent, teacher, another significant subject), ensuring their interaction, focusing the child's attention on the importance of objects and tools to determine the effectiveness of their interaction;

in the diagnostics process, it is possible that the respondents (teachers, students, parents) will strive to correspond to some ideal, affecting the research's objective picture.

We have carried out a selection of diagnostic tools for solving problems of social and pedagogical diagnostics of the artistic and cultural environment of the region: tests, questionnaires, projective techniques, content analysis, SWOT analysis, index cards, maps, etc. We have developed and approbated a separate toolkit for the different tasks.

We have developed a concept and an algorithm for social and pedagogical diagnostics of the artistic and cultural environment of the region, requirements for the diagnostic complex, and structure.

We tried to conduct a content analysis of the regional press (Syryh, T.V., 2019). We carried out a SWOT analysis of individual elements of the artistic and cultural environment of the region: Alexei Koltsov Voronezh State Drama Theater, the musical environment, I.N. Kramskoy Museum of Fine Arts (Barabanova, M.S., 2019). A description of some components of the artistic and cultural environment of the region is given (musical environment, festival movement, museum environment, etc.). Examples of positive artistic and cultural practices (musical, visual, museum, choreographic practices) and some mechanisms of interaction of educational institutions (initiation into young spectators, audience conferences, museum days, free hours for parents, interactive performance, creative workshops, master class, etc.) with the artistic and cultural environment of the region.

We also studied teachers' value orientations, as well as their degree of understanding of the socio-pedagogical capabilities of the artistic and cultural environment and the teacher's role in introducing the child to it (Grenaderova, L.V., 2019). In this regard, several questionnaires were developed, including statements from famous people from different historical eras about culture, art, and artistic and cultural environment. Analysing the priority content allows us to determine the most typical views of pedagogical community members and the problems that require our attention when considering the artistic and cultural environment as a factor of education. A questionnaire was developed to ascertain the intensity, regularity, and meaningfulness of the interaction of teachers with cultural and art institutions, satisfaction with this interaction, the degree of teachers' awareness of artistic and cultural objects and events in the micro-district closest to the place of work and their attitude towards artistic and cultural environment as

a resource for solving problems of social education. In this regard, schoolteachers, additional education teachers, and employees of cultural institutions in Voronezh and the Voronezh region were interviewed.

Teachers are not always motivated to study events in the field of culture and art and use these events, as well as the artistic and cultural practices of the region, in educational work (51% of surveyed teachers regularly visit cultural institutions, 58% do not know which cultural and memorial objects are in their neighbourhood, what cultural events are currently taking place in the region). The overwhelming majority of respondents (98%) believe introducing children to art is their parents' task (Grenaderova, L.V., 2019).

The museum and musical environment of the region strive to expand their socio-pedagogical capabilities; they are socially active components of the artistic and cultural environment. However, they are insufficiently used by educational institutions to solve educational problems and to familiarize young citizens with the events of the musical and museum life of the region.

CONCLUSION

Thus, social and pedagogical diagnostics made it possible to determine the direction of increasing the educational potential of the artistic and cultural environment of the region, which we see in the following:

- awareness of the pedagogical community of the region of the need for interaction between cultural institutions and educational institutions;
- the availability of teaching staff with a broad cultural outlook and needing general cultural development, the study of artistic and cultural heritage, as well as the preservation and dissemination of the values of the artistic and cultural environment of the region;
- increasing interest in developing the potential of the artistic and cultural environment not only among professional communities but also among the public and the population of the city;
- integration of educational and cultural institutions' efforts to increase the intensity and awareness of art and culture educational influence.

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