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Formation of cultural identification among teenagers in conditions of educational environment of school

The article is devoted to questions of formation of cultural identification of pupils, development of morals, spirituality, patriotism, active personal and civil qualities, integration of person and society. The educational environment of school is considered as the basic condition of development of personality; translation of national culture is supposed through all its structural components. The basic characteristics of the educational environment of school are resulted and there are investigated possible ways of formation of subject experience of personality relevant to national cultural values and senses, social skills and ways of behaviour, experiences and moral elections.

Key words: cultural identification, educational environment, culturological educational paradigm, socio-cultural interaction.

The main problem and motive power of the modern personality's development is identification with cultural symbols of an epoch. Identification of own cultural belonging, its originality comes to the fore as main regulator of behavioural programs guaranteeing tolerance, mutual understanding, mutual respect in adult life.

Last years the Russian pedagogical elite postulates the necessity of saturation of all educational process with various elements of culture, so-called "cultural capacity of education" [3, p. 75]. Culture is admitted as "real methodological regulator of pedagogical knowledge and valuable imperative of pedagogical action" [4, p. 5]. In modern pedagogical science it is stated the idea of necessity of "changes of the content and sense of the idea of education in a context of the idea of culture" [1, p. 20].

The problem of our research consists in definition of the contents of model of designing of such educational environment of school, in which the formation of cultural and moral identification would become the basic component of interaction.

The "cultural identification" definition should be understood as occurrence and establishment of belonging to a certain national culture, definition of forms of life common to the nation, positions of outlook, cultural values; correlation with cultural features of other nations, their understanding and acceptance as existing in parallel, ability to conflictless coexistence with them. "Establishment of such identification is not a certain natural reality or essence of transcendental unity with the world of cultural norms and values understood by itself ... Values being a source and a basis of social and cultural identification's establishment play important role in formation of personality ..." [2, p. 301].



As researches show, influences of various systems prevailing in individual experience of personality define its development in many respects. Formation of a certain individual and psychological status of a person occurs under influence of pedagogical systems, which in consequence will define an independent choice of his personal communications and relations. Thus maintenance of the open dialogue of the individual with environment becomes an obligatory condition of his successful development.

Development of a pupil in intellectual, personal and social spheres always occurs in conditions of the educational environment of educational establishment. In the research spent by us, definitions of a substantial component of the "educational environment" concept pass aside or indistinctly say that this concept is dependent, and even more likely as one of the bases has the personal factor in that its part which concerns individual and age, caused by previous to introduction into environment new to an individual (in our case, educational). We speak about participants of educational process: teachers, pupils, their parents, not pedagogical personnel of an educational establishment. In the educational environment, each of them introduces the own experience saved up earlier: knowledge, abilities, skills of communication, educational and labour activity. Thus, the personal component actively influences formation of the "system of influences and conditions", and the "set sample" to some extent depends from generated, before the moment of interaction with the educational environment, value-sense installations among separately taken person and the formed collective as a whole. The educational environment is a phenomenon constantly varying, developing, adapting to new conditions, depending from forms of self-control generated before.

We emphasize the importance and necessity of support of positive patterns of each child's personality; that is not only its change by means of various influences and conditions, but also development of a set of stereotypical behaviour reactions inherent in it.

As a special type of the educational environment of school we consider the "developing environment of innovative educational establishment". As "a set of purposefully organized spaces, which continuum is based on introduction of spiritual senses and opportunities valuable to each subject, having simultaneously mediating powerful and sparing influence, shown in synergistically natural effect of development of either individual abilities in reply to nonviolent inquiry of society" such environment represents "the dynamic integrity covering all spheres of a educational establishment's life activity" [5, p. 27].

Following the idea of search of means of formation of cultural identification of teenagers, it is important to consider typological attributes of the educational environment of school, among which the most significant for us are the following:

- educational environment functions as some social generality developing a set of human attitudes in a context of cultural and outlook adaptation of individual to the world, and on the contrary;



- educational environment is characterized by system kind of own processes, expressed in continuous progress to realization of the complex purpose of education;
- educational environment is a condition and means of education and training;
- educational environment is a process of dialectic interaction of social, spatial and subject, psychological and didactic components defining a vector of development for each concrete subject of educational process;
- educational environment forms a substratum of life experience accumulated before and the subjective activity directed from the outside, which provides transition from educational situation into life.
- The carried out research let us construct a number of basic directions of pedagogical designing of the culturally conformable educational environment of school:
 - studying and realization of principles of culturological educational paradigm as the most capacious, integrative, harmoniously combining in the content the basic modern approaches and requirements to educational process: humanization and democratization, personal orientation and individualization;
 - significant updating of education content, its addition with components of the world, native, regional culture with the purpose of stage-by-stage formation of social and civil consciousness, including intercultural competence and ethnic tolerance;
 - organization of management of the educational environment in view of features of the culturological approach's system, development of theoretical and methodological, scientific and pedagogical, organizational and system bases of intraschool management; development of the "strategy of educational process organization providing the integrity of subject-activity becoming of pupils and professional-personal development of teachers in view of strategic interests of the state and specific regional requirements to the general education" [5, p. 15];
 - studying of social experience of pupils and teachers, their intellectual, moral, cultural levels and creation of continuous space of development of all participants of educational process by integration of fixed and after set activity, increase of pedagogical culture on the basis of productive active ways of interiorization of the world cultural heritage;
 - selection and introduction of educational forms and methods adequate to age and mental features of pupils, which promote the humanization and humanitarization of educational interactions and create precedent for productive activity in collective and independent.

The educational environment of school is capable to provide the achievement of our aim comprehensively if we recognize that national culture should be transmitted through all structural components of the educational environment, as that:

- to transmit in the educational environment national cultures with selection of the contents of the traditions having the tendencies to openness;
- to organize the environment of development and education on the basis of cultural and historical national traditions at preservation of respect and tolerance to cultures of other people occupying a region;



–to provide the performance of regional and variative components of the education content, its continuity and openness towards other cultural traditions, conformity to inquiries of modern society;

–to combine in the content of the subject domains the basis of Russian, world and national cultures.

Thus, orientation of education on the child's personal image, correctly identifying itself in relation to own cultural belonging, significantly corrects the content and ways of educational and training activity.

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