

Polisphere Realization of Social and Pedagogical Approach in Pedagogics and Education

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Abstract: Social and pedagogical approach is focused on the development of personal self-realization conditions in the world of innovating communications and relationship in educational systems. It promotes subject and socially pedagogical providing of the developing and organizing social environment. It is proved in the article that this approach acts as the necessary methodological basis providing realization of integrative and coordination function of the general and social pedagogy. The cultivation of personal subjectivity in educational and living situations assumes understanding of everybody's actions. It is proved that the social and pedagogical approach determines reference points of educational policy as purposeful system of subject activity by embodiment of the coordinated national, state and personal requirements for the education. Besides it provides understanding and a responsible choice of the perspective social purposes in the system of additional education for children where culture conservational models of a social development and self-realization of a person in polisphere space are realized. The ideas of social and pedagogical approach are concentrated on the support of "human in the person", reflected in the corresponding ways and funds of activity of the maturing personality which is focused on the individualization and differentiation of interaction for creation of comfortable conditions for development of a child.

Key words: Social and pedagogical approach • Polisphere • Additional education for children
• Professionalism • Social interaction • Development

INTRODUCTION

Social and pedagogical approach is defined by relevance in the modern world. It differs from a number of existing scientific theories and concepts with its specific, target internal and external reference points and describes possibilities for creation of socially demanded conditions for self-realization of the personality in dynamically developing world and social systems.

Theoretical justification of social and pedagogical approach is connected with emphasis of socializing factors in the course of the education which dominant approves the formation of personality which could be entirely socialized in innovating society, to realize the rights and be freely developing.

The concept «social and pedagogical approach» most often meets in modern dissertation researches and monographs on sociology, social work, social psychology, deontology, deviantology, social and general pedagogy. The profoundly conceptual field of social and pedagogical approach is presented in researches which contain modern treatments of

processes of education and upbringing as the social and pedagogical phenomena (S.V. Saltseva, S.N. Zdanova, L.M. Mayer, L.G. Pak, J. Rix, etc.) [1-5].

Social and pedagogical approach as a methodological reference point acts as the necessary basis providing realization of integrative and coordinating function of the general and social pedagogy. The realization of social and pedagogical approach actualizes the humanistic purposes of the school education, in which the main direction is the formation of ways of pupils development and transformation of the social environment, interior activation according to socially significant norms where the person admits the prime target-society value. The pupil as the subject of pedagogical process is always active in time and space, at any age, living conditions, in interaction with environment and corrects influences of various tutors and society, transforming them according to the individual abilities. At consciously motivated activation in mastery and reorganization of surrounding reality-the world of subjects, processes, the phenomena and human relations the individual (subject) being a social entity has a successful development.

The ideas of social and pedagogical approach concentrate the help and support of a humanity measure in the person and are reflected in the corresponding ways and funds of human activity focused on an individualization and differentiation of interaction, on a creation of comfortable conditions for everyone's personal development. The individualization means teachers' activities for support of something single, peculiar in the nature of individual and that he got in individual experience of socialization. Thus the humanist view on the personality doesn't deny, but assumes the existence of a social, ethical and individual responsibility for decisions he made [6].

In a contest of social and pedagogical approach there is an affective development of subject-object-subject relations of cooperation, co-creation of a teacher and a child in which the equal, mutually advantageous exchange of personal meanings and social experience that allows to reach a freedom in choice of actions and solves a problem of supporting of the future member of society as to the subject of free consciousness (self-consciousness), free activity (independent action), free behavior (life activity). This circumstance allows to displace priorities in educational and educational processes from influence of the standard, rigidly regulated process to personally and socially significant activity of children in the conditions of social and pedagogical support.

In this article we will concentrate on the characteristic of the researches in pedagogy and education spheres in which the success of realization of social and pedagogical approach is approved.

The most interesting for the research from the positions of social and pedagogical approach is the sphere of additional education of children integrating freedom and interest value. They are closely connected: freedom (a condition when the individual sees real opportunities of implementation of personally significant actions and realization of individual abilities) is a self-realization condition of a child and situations of free self-realization stimulate interest (readiness for choose and carry out not limited personally and socially significant activity) [7].

In a social situation of actual formation in society the additional education shows a number of properties: existence of their own system of characteristics in connection with adoption of the state regulations; variability; great opportunities for attraction of resources of other departments for the innovative activity; independence of a demographic situation owing to its greater focus on satisfaction of educational requirements

of society and less dependence on the state order; freedom and the choice of own educational policy, technologies and activity forms; existence of narrow specialization and deepening of a qualitative condition of educational process. The additional education of children is capable to react more adequate on the change in economic and social situation in the country, actively influence on the surrounding the child society that finds reflection in the content of constantly innovating social and pedagogical technologies.

The social and pedagogical effect of extracurricular activities in the establishments of additional education is defined by a number of fundamental aspects. First of all, it is the metering of insatiability of spiritual need of children facing with a new world and with themselves. Thus the social field of a choice in variety of kinds of activity of knowledge, creativity and leisure that, using spontaneity, an improvisation, ability to surprise and realize, aim pupils at mastering the productivity and activity vertical: from all-developing, leisure, informative and creative to professionally significant in self-determination.

Second, metering human integrity caused by harmony of understanding (its volume and content), soul (its romanticism and eminence) and body (its beauty, physical perfection for self-development and a survival). In this sense social education originates as reaching the ideal in the person, able to learn the world (society, nature, yourself), practicing self-realization and management of the actions and ability to live now viewing with a hope on future and with gratitude to the past.

Third, accounting the subjectivity of the person, his identity and target activity in any socially significant kind of activity. In informative activity he comprehends, opens, studies truth; in the labor activity-creates, keeps, improves material values; in art activity-perceives, interprets, creates, recreates, transmits an artistic image; in sport activity-strengthens, improves a physical body; in communicative activity-builds communication, behavior; in the public activity-declares, extends socially valuable ideas. As a result, people masters, acquires, appropriates socially approved personally and spiritually significant vital meanings [8].

The problem of training the generation as progressing citizens in their lives, capable to adapt for changing social processes becomes one of actual from the position of social and pedagogical approach. Modern dynamic life demands person's active actions, ability to which is formed generally at adolescence that is inseparable from understanding and development of culture of self-organization and self-development.

Meanwhile the social and pedagogical analysis of problems in teenagers' activity finds diverse forms of social pathology increasing in mass scales: growth of teenage deviation, criminalization of a social environment, surge in vagrancy because of the lack of interest in events and activity of the outer world. This is a negative result of multidirectional contents and forms of the processes which are there in society and those changes which take place in surroundings of the inner circle of a teenager, in a family and in school [9].

Search of the most effective means in innovating activity of social institutes on socially significant orientation of younger generation to a healthy lifestyle, based on personal activity of the citizen as a subject of action in society, leads to studying the effective social factors providing formation of younger generation, its preparation for vital self-determination, an independent choice for humanistic ideals.

Problem justification from the positions of social and pedagogical approach allowed to reveal rich pedagogical potential which has amateur tourism, as the social phenomenon, capable to expand knowledge space with younger generation of surrounding reality, world of the nature and person, history and traditions of the people, edge, country, to add the volume of developing information, to form the style of activity adequate to positive aspirations of the growing person.

Social and pedagogical approach opens in amateur tourism the existence of conditions for voluntary inclusion in socially oriented activity; integrative social and target reference points of joint tourist activity; granting means for self-realization and self-affirmation in a situation of active movement; orientation on the increasing adaptation opportunities of the personality and resistance to adverse manifestations of surrounding reality. And on its basis the enrichment of the content of amateur tourism take place in variety of kinds of activity which allows a teenager to choose touristic occupations according to his own interests; there is a stimulation of positive motivation in the teenager participation in the tourist activity including a socially oriented position of the personality; inclusion of the teenager in implementation of tour programs providing positive social experience [10].

Let's pay attention to the role of social and pedagogical approach in the analysis of modern situation of modernization of professional education. Totally changing socially set norm transforming individual and subject needs of the personality, change the activity of educational institutions on their satisfaction demand. The

professional needs to master the role mobility (adjacent or close professional models). That's why the establishments of professional education, comprehending the prospects and opportunities, actively joined in the solution of modern social and economic problems, allowing needing to master the professions which are in demand on a labor market or giving the chance providing, self-employment, conducting outwork or opening their own business in this sphere, small enterprise.

From the positions of social and pedagogical approach some special value in the realization of named tasks is gained by the organization and carrying out productive, practical training for students and its social and pedagogical maintenance as the process of formation of experience in individual work on decision of social, personal, productive and practical tasks in an educational process conditions and training practice as socially focused environment for development of students' experience.

As a result of social and pedagogical approach realization there is a problem of qualification upgrade of a teacher, development of his professionalism taking into account modern social realities. The synonyms of professionalism are: special activity competence is a possession of actually professional activity at rather high level, ability to project the further qualification upgrade; social competence is a possession of a joint (group), cooperative professional activity, cooperation and also the receptions of professional communication accepted in this profession, social responsibility for results of the professional work; personal competence is a possession of personal self-expression receptions, means of opposition to professional deformations of the personality; individual competence is a possession of self-realization and development receptions within a profession, readiness for professional growth, ability to individual self-preservation, ability to organize work rationally.

The optimality forms which are traditionally applied in the work with teachers who are increasing their professional skill from the positions of social and pedagogical approach is defined on conversations, consultations, methodical associations, creative drawing rooms, trainee platforms, master classes, seminars, conferences, faculty and methodical meetings, problem and certification courses. In this case the program was used purposefully adequate to social inquiry taking into account groups of teachers raising their level of competence. The module 'Start' is the work with beginning teachers; the module 'Master' is the work with

teachers of II qualification category; the module 'Innovator' is the work with teachers of the first qualification category; the module Researcher is the work with teachers of the highest qualification category and teachers-researchers [10].

Thus, scientifically reasonable requirements found confirmation in the pedagogical science of social and pedagogical approach using them in practice of an education system, integrating:

- Socially caused goal-setting (the present and timeliness);
- Social forecasting in design of the initial concept and modeling of educational institutions activity;
- Socially adequate strategy and tactics of realization of reasonable models and programs of the solution of education problems;
- Social and pedagogical monitoring with a complex of diagnostic measures in the course of the solution of the common and private education problems;
- The performance of a complex social and correctional actions for the course of realization of education programs.

Substantial and semantic content of social and pedagogical approach allows to approve an obvious polisphere characteristics of its realization in various areas of pedagogics and education, reflecting the essential importance in a sharpening research interest to find an external and internal factors of a social reality surrounding a person and ensuring the development of personality activity in the prevention of threatening safety of global mankind problems.

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