

Abstract of the Master's dissertation

Subject matter of the dissertation: The implementation of socio-cultural technology into the educational process of supplementary educational establishments

Author of the master's dissertation: Atmaiikina Vicktoria Olegovna

Scientific supervisor of the master's dissertation: PhD Candidate in Pedagogical science, docent of Chair of Creative and Innovative Administration and Law

Topicality of the research: The supplementary educational establishments as a part of the socio-cultural sphere contributes to the self-realization of children and adolescents through the design and implementation of variable techniques in educational programs. However, the theory of socio-cultural activity faces a lack of research in an attempt to find an answer to the question about the tools of self-realization of the individual (ignoring age restrictions), particularly the research on the introduction of socio-cultural technology and its role in self-realization and self-determination of a member of society.

Objective: to develop, justify and experimentally verify the model of the implementation of the socio-cultural techniques in the educational process of supplementary educational establishments.

Tasks:

1. To analyse the system of additional education in terms of a basis for the implementation of the self-realization and socialization principles and to determine the theoretical and social aspects, confirming the adequacy of the scientific and social apparatus to achieve the goal of the study;
2. to determine the role of techniques in the formation of space for self-realization of the student in the supplementary educational establishments;
3. To design a model for the implementation of socio-cultural techniques in the supplementary educational establishments of children that meets the goals, objectives and principles of the system of supplementary education;

4. To identify and justify the effectiveness of the developed model in institutions of additional education.

Hypothesis:

1. The solution of the self-realization problem is based on the socio-cultural approach, which has a significant theoretical and methodological potential for the selection, content and application of socio-cultural technologies;

2. The choice of socio-cultural technique can be represented in the form of a model, which is determined by the connection of the conceptual, organizational, contextual and assessment components.

Novelty of the research:

- the supplementary education system of children was characterized from the view of space for self-realization of students, characterized by openness and accessibility, personal and activity character of the educational process;

- the key role of the usage of social-cultural techniques in the educational process of the supplementary education was proved by showing the increasing of the level of self-realization of students;

- the universal model of implementation of socio-cultural technology in the supplementary education establishments of children, based on the design through the variability of the technology components used, has been developed and justified.

The main principles to be depended:

1. The system of supplementary education of children has the potential for successful and high-quality self-realization of children due to its historical features and properties;

2. The educational process in supplementary education system is more effective in the introduction of socio-cultural technologies when being associated with socio-cultural activities;

3. There is a universal, structural and functional model for the implementation of socio-cultural technologies in the supplementary education system for children, which reflects the holistic pedagogical and socio-cultural process, integrating the goal (self-realization of the child), the organization of activities (through forms, methods, means and activities), the conditions for the effectiveness of the implementation of technologies and criteria and indicators of the effectiveness of the technology used (through indicators of self-realization: value-motivational, cognitive, personal-activity).

Theoretical significance of the study:

- the problem of self-realization of children was covered in terms of the introduction of socio-cultural technologies in the educational activities of supplementary education system at the theoretical and methodological level;
- the classification of forms of socio-cultural technologies was expanded;
- the effectiveness of the implementation model of socio-cultural technologies was proved.

Practical significance of the study: the introduction of a universal model that constructs the process of creating, implementing and evaluating the effectiveness of socio-cultural technologies in the educational process, in order to increase the level of self-realization of students of institutions of additional education of children.

Results: Theoretical and methodological analysis of research on this issue, the method of modeling and approbation of the developed model allowed us to conclude that for a systematic process of self-realization of the individual it is necessary to use a universal model of construction and implementation of socio-cultural technologies in the educational process of institutions of additional education.

Recommendations: Despite the multilevel model presented in the study, its implementation in the educational process does not require effort. The teachers in the preparation for classes need to find the answer to some questions:

1. What do I want to teach today?

2. What students' skills I would like to develop?
3. What competencies I would like to affect?
4. What instruments do I need?
5. What tools should I use with particular students?
6. What results do I expect?
7. What did I come to after class?

It should be remembered as well that the main purpose of the lesson is to give the child an opportunity to express themselves.

The further prospects of the study include: the development of author's short-term and long-term programs for the self-realization of children and adolescents in institutions of additional and education; identifying the role of the family in the self-realization of the child and the development of socio-cultural and pedagogical recommendations to improve this level within the framework of the particular sphere.