

**SOCIO-CULTURAL EDUCATIONAL ENVIRONMENT
OF THE UKRAINIAN CARPATHIAN REGION AS A SUBJECT
OF INTERDISCIPLINARY DISCOURSE**

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СОЦІОКУЛЬТУРНИЙ ОСВІТНІЙ ПРОСТІР РЕГІОНУ УКРАЇНСЬКИХ КАРПАТ ЯК ПРЕДМЕТ МІЖДИСЦИПЛІНАРНОГО ДИСКУРСУ

У статті на основі аналізу наукових джерел, результатів опрацювання емпіричного матеріалу та вивчення досвіду освітньої діяльності закладів освіти, методологічно обґрунтовано та визначено освітній потенціал соціокультурного простору регіону Українських Карпат у процесі міждисциплінарного дискурсу, що є актуальним у контексті освітологічних та соціокультурних досліджень. Охарактеризовано сутність соціокультурного простору закладів освіти як одного зі складників формування простору певного регіону. Метою дослідження є розкриття сутності соціокультурного простору регіону Українських Карпат як предмета міждисциплінарного дискурсу в контексті забезпечення сталого розвитку регіонів України шляхом виокремлення соціально-економічних, соціокультурних, освітніх та екологічних проблем. У дослідженні використано соціологічні методи, контент-аналіз наукових публікацій, методи системного аналізу, синтезу, наукової абстракції. Автори подають трактування характеристик регіону як складової соціокультурного простору, що детермінує науково-філософські знання та сучасну інтерпретацію цього багатоаспектного явища, розкривають сутність міждисциплінарного дискурсу щодо формування соціокультурного простору регіону Українських Карпат, вказують на особливості регіонів України як відносно самостійних одиниць, які склалися на основі та внаслідок взаємодії територіальних і природних умов, спільності історії, культури і мови, демографічних, соціальних та економічних показників. Визначено, що в сучасній гуманітарній науці категорія простору набуває характеру метафори, за допомогою якої описуються різноманітні простори та середовища як у фізичній протяжності, так і в її ментальній або ж віртуальній сутності. Установлено, що певні територіальні та різноманітні освітньо-культурні відмінності надають особливої значимості поняттю “регіон”. Відповідно його тлумачення набуває різних змістових акцентів та розширює свою сутність, згідно з обраним ракурсом дослідження. Автори наголошують, що дефініція “простір” є найбільш придатною до опису феноменів, які мають якісні характеристики протяжності, осмисленості та представництва. Визначаються ключові проблеми і перспективи збереження самобутності й розкриття освітнього потенціалу регіону Українських Карпат.

Ключові слова: соціокультурний простір; міждисциплінарний дискурс; синергетика; Карпатський регіон; заклади освіти; освітній потенціал.

SOCIO-CULTURAL EDUCATIONAL ENVIRONMENT OF THE UKRAINIAN CARPATHIAN REGION AS A SUBJECT OF INTERDISCIPLINARY DISCOURSE

The article methodologically justifies and determines the educational potential of the socio-cultural environment of the Ukrainian Carpathian region in the process of interdisciplinary discourse that is relevant in the context of educational and socio-cultural research. The essence of sociocultural environment as one of the environment formation components of a certain region is described. The purpose of the study is to reveal the essence of socio-cultural environment of the educational institutions in the Ukrainian Carpathians region as a subject of interdisciplinary discourse in the context of ensuring Ukrainian regions sustainable development. The socio-economic, socio-cultural, educational and environmental problems of educational establishments and the psycho-pedagogical and socio-cultural conditions of their formation are distinguished. Sociological methods, content analysis of scientific publications, methods of system analysis, synthesis, and scientific abstraction were used in the research. The scientific reflection of the research is aimed at understanding how the authentic heritage of regional culture determine the real state and dynamics of culture and education environment development of this unique in all features and characteristics area. The authors present the interpretation of the region characteristics as a component of the socio-cultural environment, which determines the scientific and philosophical knowledge and modern interpretation of this multifaceted phenomenon. They reveal the essence of interdisciplinary discourse on the formation of Ukrainian Carpathian region socio-cultural environment, point to the peculiarities of the Ukraine regions as relatively independent units, formed on the basis and due to the interaction of territorial and natural conditions, common history, culture and language, demographic, social and economic indicators. A successful solution of the problems facing the society requires the analysis of the basic components of a long-term process formation of a certain region socio-cultural environment in order to determine the promising directions of its further sustainable development. The subject of the interdisciplinary scientific discourse is the Ukrainian Carpathians region. The formation of its cultural and educational environment is based on historically accumulated rich ethno-cultural experience, a unique originality of the cultural heritage and ancient traditions, the achievements of the national pedagogy. It has been determined that in modern humanities the category of environment acquires the character of a metaphor, by means of which various spaces and environments are described, both in physical extent and in its mental or virtual essence. For successful solution of mentioned problems, the strategic goal of these territories development must be creation of effective educational and socio-cultural life support systems that will be able to contribute to their sustainable development. The authors emphasize that the definition of “environment” is the most suitable for describing phenomena that have qualitative characteristics of extent, meaningfulness and representation. The main problems and prospects of preserving the identity of the region are revealed.

Key words: socio-cultural environment; interdisciplinary discourse; synergetics; Carpathian region; educational potential.

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Introduction

Despite the gradual emergence of the Ukrainian culture into the world information environment in the late 20th to early 21st century, a considerable risk for the formation and development of the socio-cultural environment of individual regions remains. This necessitates the development of new approaches to the formation of regional education policy, the basis of which should be the synergy of the regional identities in the cultural continuum of Ukraine. The attempts of many European countries to build a single global socio-cultural environment face some resistance and a number of obstacles to the implementation of this multicultural project. Since the beginning of the 21st century, the reverse process related to the study of regional and local features characteristics of certain areas has been gaining in popularity and distribution.

The category of environment in the modern science acquires the character of a metaphor by which various “spaces” and “environments” are described, both in physical extent and in its mental or virtual essence (Bachynska, 2007). However, there is some methodological danger here, because an analysis of the content component of the specified category usually does not describe the socio-cultural phenomenon in a comprehensive and holistic way, to clearly define its limits, to give detailed characteristics. At the same time, the definition “environment” is the most appropriate to describe phenomena that have qualitative characteristics of extent, meaningfulness and representation.

These contradictions have led to the choice of our scientific exploration subject. It is advisable to analyze the socio-cultural environment of the educational institutions of a particular region using a systematic approach. After all, the regional socio-cultural environment, which is treated by B. Mosalev (1998) as a complex organized integrity, the key components of which are the spheres of culture and education, which, concentrating and transmitting certain meanings of being and thoughts, are created as a result of various processes of human activity in the region and define the identity and way of life of the “locals”, is increasingly attracting the attention of the scientific community.

An analysis of the recent research. Accordingly, the research into the processes of regionalization by L. Mosolova (2000) intensified, that was conditioned by the need to take into account the indicators of the national identity in combination with the identification of each region and solving the problems in the socio-cultural sphere related to search of the answers to the time challenges.

In particular, the need to study regional aspects of socio-cultural environment was emphasized by M. Dolishniy (2004), T. Franchuk (2009), V. Khymynets (2004). The aforementioned challenges are caused by certain transformations that modern society is undergoing and which are exacerbated by the impact of the globalization processes. In this context, it is worth noting that there has been no thorough research into the problem of formation of the socio-cultural environment of a particular region as a subject of interdisciplinary discourse. After all, a successful solution of the problems facing the society requires basic components analysis of a long-term process of a socio-cultural environment formation of a certain region in order to determine the promising directions of its further “Sustainable development” (*Our Common Future*, 1987), including:

- study of certain facts and phenomena, identification of semiotic codes implemented in the educational environment by B. Mosalev (1998);
- sociological interpretation of the most significant events with a certain historical dimension by N. Shmatko (2005);
- description of pedagogical conditions of forming the identity of a young resident of the region and citizen of the country by K. Zhurba (2018);
- a description of the psychological and pedagogical foundations of the educational potential of the inhabitants of mountain areas by I. Chervinska (2018).

The interdisciplinary discourse on the study of the socio-cultural educational environment of the Ukrainian Carpathian region has led to the appeal to the scientific achievements of scientists from different fields, including psychological-pedagogical, political, geographical, cultural, and sociological and many other sciences. Such an analysis is based on an interdisciplinary approach, taking into account the achievements of the sciences in the social and humanitarian cycle. The scientific reflection of the research is aimed at understanding how the authentic values of regional culture determine the real state and dynamics of the development of the culture and education environment of this unique area, which was studied in the last centuries and reveal the phenomenon of its uniqueness by scientists Stanislav Vincenz “On the High Mountains” (1936), Raimund Friedrich Kaindl “Hutsuls: Their Life, Customs and Folk Traditions” (1894, 2003), Maria Lavruk “Hutsuls of the Ukrainian Carpathians (ethnographic research)” (2005), Myhailo Lomatskyi “Enchanted World” (2014), Martin Pollak “To Galicia” (1984) and others.

The purpose and objectives of the study. The main aim of the research is to study the features of the socio-cultural environment of the educational institutions in the Ukrainian Carpathian region as a subject of interdisciplinary discourse in the context of ensuring the sustainable development of mountainous regions of Ukraine, by highlighting educational, cultural, social and environmental problems, formation of geoplanetary consciousness and critical thinking population.

The objectives of the research are as follows:

- to reveal the features of the socio-cultural environment of the Ukrainian Carpathians region;
- to identify current problems of regional education policy;

- to identify the main advantages and disadvantages of formation of the regional socio-cultural environment in educational institutions;
- to outline the ways of the World Bank’s project implementation “Equal Access to Quality Education” (2006) for residents of remote and inaccessible regions, with the aim of improving the quality of education, living standards and leisure.
- promotion of the geoplanetary consciousness and critical thinking of the population as conditions for successful development of educational institutions system of mountain areas.

Sociological methods, content analysis of scientific publications, methods of system analysis and synthesis, scientific abstraction were used in the research.

Outline of the main research material. The subject of interdisciplinary scientific discourse is the region of the Ukrainian Carpathians, which cultural and educational environment formation is based on historically accumulated and formed in the process of life, rich ethno-cultural experience, unique originality of cultural heritage and ancient traditions, achievements of folk pedagogy.

The research is realized by interpreting specific indicators of the mountain environment, ethno-cultural heritage, specifics of local residents’ mentality using the method of analysis region socio-cultural portrait. This approach to the study of this problem is dictated by the desire to identify and capture the characteristics of the regional socio-cultural environment, which characterize it as a holistic educational formation in a certain region. In the current scientific discourse, the study of regions is carried out in various aspects – geopolitical, sociological, cultural-historical, historical, demographic, environmental, educational and others. Recently, another important component of this diverse research process has been identified – socio-cultural, that captures the preservation of a particular region as an independent, self-contained phenomenon on the verge of integrating national cultures and authentic territories.

One of the ways of actualization of interdisciplinary studies of the socio-cultural potential of the areas, as noted in the monograph “Carpathian region: current problems and prospects for development”, according to V. Kravtsiv, is “the formation of a single socio-cultural educational environment of the region, integrating diverse social environments and systems that function in the environment differentiated by branch: systems of education, culture, social security, planning regional infrastructure development” (Kravtsiv, 2013). In accordance with the given characteristics, and according to the State Statistics Service of Ukraine (“*Derzhavna prohrama*”, 2019), the topic of regionalism was most often discussed in the context of: international relations (28.9%); humanities and arts studies (18.8%); internal policy and economy (14.3%); social sciences and education (8.3%); sociology and social psychology (3.2%); medicine and health care (6.1%); social anthropology, cultural studies, ethnography, ethnology, linguistics (6.2%); historical research (5.9%); architecture, arts, music, journalism and literature (4.6%); urban planning and development, community management and development (3.7%).

Therefore, we are facing a problem that must be properly solved though we lack a clear theoretical and methodological socio-cultural substantiation of the concepts region and regionalization, and the cognitive approach to the problems of regional science, which are applied in the scientific literature through interdisciplinary discourse.

Components and characteristics of the region from the standpoint of an interdisciplinary approach

The study of the regionalism components using interdisciplinary approach, understanding of the content of education and the essence of socio-cultural phenomena and processes at the macro-social level, was carried out taking into account its key, interrelated dimensions and coordinates. They include:

- measurement and determination of geographical coordinates and physical features (*longitude, latitude, plains, hills, altitude, etc.*);
- dimensions of culture (*level of general and basic culture of the population, number of institutions for organizing socio-cultural and leisure activities*);
- historical dimensions (*historical monuments, museums, historical and cultural riches*);
- genetic measurements (*genetic similarity / disparity, genetic code, common genetic memory, etc.*);
- social dimensions (*social indicators, social protection of the population, social guarantees*);
- economic dimensions (*level of economic support of the population*);
- political dimensions (*political literacy, political processes, political parties, political elites and leaders*).

Due to the emergence of a new direction in humanitarian geography, the combination of diverse approaches in the study of regions is becoming increasingly widespread in modern scientific knowledge, and is known as geocultural (Bachynska, 2007).

An analysis of the works of researchers E. Bachynska (2007), F. Zastavnyy (2010), R. Kabo (1987) and others give grounds to assert about productivity of a holistic analysis of the natural and geographical conditions of life and forms of education and culture that arise in a particular socio-cultural environment and determine the identity of its inhabitants. In this context, we emphasize the application of such methodological approaches as the “cultural focus theory” proposed by Allen Noble and the “cultural core” of Donald Meiningen, an in-depth analysis of which facilitates the uncovering of significant possibilities of the heuristic potential of the interdisciplinary research (Shmatko, 2005).

According to M. Stepyko (2011), the following characteristics should be considered as mandatory conditions for the existence of a region: common territory; the social cohesion of ethnic and linguistic groups living in the same area; common values related to culture, religion, historical traditions; joint economy.

Confirmation of the demand for theoretical and regional investigation is the allocation in the system scientific disciplines of a particular branch – the regional.

In this context, it should be noted that in the scientific literature, in parallel with the term “regional”, the terms “regional science”, “regionalistics”, “regionalism” are used, reflecting the search intensity of comprehending regional issues and the process of forming the categorical apparatus of this scientific doctrine.

In the national scientific environment, the growing interest to the problems of the region is caused by both internal and external incentives related to the new socio-cultural realities of Ukraine and the general trends of world humanities. The development of Ukrainian society of the independence period is influenced by two factors: local (internal) and global, according to Yu. Bohutskyi (2013). Accordingly, the educational institutions socio-cultural environment of the Ukrainian Carpathians region is transformed in these areas. And they, in its turn, have both tangible and contradictory characteristics, which do not coincide in time-environment features. These differences are manifested at the level of educational and cultural phenomena, norms, values and ideals that the inhabitants of the mountain territories are oriented to, engaging in socio-cultural interaction with the environment.

In the context of educational studies, the structure of the cultural and educational components of the socio-cultural environment becomes more important. That is why, as F. Zastavnyy (2010) points out, there is a need to integrate the knowledge about peculiarities of mentality, social existence and consciousness of nations, ethnic groups, sub-ethnic groups and cultural regions of Ukraine into a system of specific concepts, categories and notions, to determine the methodological basis and categorical apparatus of the “spiritual metaphysics” of the Ukrainian culture as a cross-regional unity of its ethnological characteristics, geocultural and regional chronotopes.

However, according to interpretations by J. Rosenau, one of the key features of the globalization process is “the loss of connection of the social processes to the physical environment”, because, according to the scientist, the geographical landscape is replaced or expanded by inclusion of ethnoscapes, identscapes, financescapes, ideoscapes, mediascapes, technoscapes. The scholar believes that nowadays the boundaries of geographically restricted spaces are being lost and “deterioration” is a consequence of the dominance of new spatial flows that leads to the approval of the new socio-cultural architectonics of the society (Rosenau, 2000). Building a new type of socio-cultural architectonics, scientists resort to thorough cultural studies related to certain interest in the educational, socio-artistic, spiritual and ethnic heritage of certain regions of Ukraine: Transcarpathia – L. Mykulynets, I. Rozlutska, V. Khymynets; Slobozhanshchyna – J. Loshkov, V. Osadcha, etc.; Bukovina – F. Zastavnyi, V. Kiyak; Carpathian region – B. Savchuk & H. Bilavych (2019), G. Karas, O. Kilichenko, M. Lavruk and others.

Thus, the need to take into account the ethno-cultural specificity of individual regions determines the conditions for searching the ways of productive interaction of regions in the formation of a single socio-cultural educational environment of the country, which in the future may become “an environment, extremely favorable for the development of ethno-cultural, social, educational, economic potential of

each region” (Franchuk, 2009). In such circumstances, the region must simultaneously be the subject of various life activities, and in their context, the subject of the educational policy implementation, that ensures a balanced sustainable development and mutual enrichment of the general and specific in the process of activity of the corresponding educational and cultural system. The educational sector that reflects the problems of interaction between “the general and partial, central and regional” can be a confirmation of the successful implementation of the outlined ways of interdisciplinary discourse. That is, according to T. Franchuk (2009), “there is every reason to believe that it is the education industry that can perform the function of system formation through the development and modernization of the socio-cultural environment of the region”, since:

- it actually serves all the branches of economic, social, educational, cultural development of the region, providing training of specialists necessary for the region, promptly responding to public requests and needs;
- a powerful scientific school with significant educational and scientific potential is concentrated in the institutions of higher education of the Ukrainian Carpathians region that will contribute to the sustainable development of the region;
- the high-quality education and upbringing form the basis for a comprehensive development of a young person, a major creator of civil society, through the integration of world, national and regional values.

Characteristic features of different types of environment

During the twentieth century the educators, psychologists, philosophers, sociologists and cultural scientists offered various models related to the characteristics and definitions of the environment:

- terrestrial or geographical environment, that was considered as a manifestation of the consciousness archetypes (P. Brounov, A. Grigor’v, M. Eliade, etc.);
- a close, man-made geographical environment (G. Bashlyar, E. Marunyak, J. Yakovleva);
- physical and social environment, their interaction and mechanisms of “appropriation” (P. Burdie);
- the environment as a philosophical reflection began to “geographize”, that is, be characterized in terms of geography (F. Gvattari, J. Deleuze, M. Foucault);
- the environment as a semantic image (analysis of the semantics of spatial images “topos and logos” of a semiotic school) (E. Bilchenko, Y. Vyshnitska);
- the environment as an interaction between the world of culture and the world of nature, the world of man and the world of education (M. Berdyaev, A. Toynbee, P. Sorokin);
- the combined environment as a combination of the geographical environment and the cultural environment, which arises in the coordinates of its distribution (L. Gumiliov, O. Kilichenko & Ya. Vovchok (2019), A. Topchiv, A. Toynbee, Mosolova, (2000)).

The complexity of the regional socio-cultural situation analysis consists in the fact that the subject of the study is insufficiently defined.

Educational, philosophical and cultural aspects of the description of the Ukrainian Carpathians region consist not only of spatial-territorial, but also of spatial-cultural and spatial-educational analysis through studying the structure of the socio-cultural environment, defining the boundaries and values of this environment, describing its components (“*Derzhavna prohrama rozvytku*”, 2019). After all, the socio-anthropological issues of the socio-cultural environment are manifested through the identity of the individual who belongs to this environment. The research conducted in the mountain schools of the Ukrainian Carpathian region (Bukovina, Transcarpathia, and the Carpathians) provided an opportunity to understand how the education level of a mountain village can respond to changes in the society. On the one hand, the education must take into account the ethno-cultural traditions of the region, and on the other – the social changes that allow building a coherent system of organization of the socio-cultural environment of a mountain school. At the same time, all the subjects of the environment (adult villagers, teachers, children, schoolchildren, parents, students and other categories) have their own variant of joining it by means of an active participation in its organization; enlisting; ignoring; destruction of classical principles; cooperation; interactions.

Conclusions

Thereby, the socio-cultural environment of the educational institutions in the Ukrainian Carpathian region is formed as a result of the synergy of the Ukrainian history and culture, and is developed taking into account the dialectics of regional chronotopes and general patterns of emergence, development and transformation of particular ethno-national communities of regions and their political integration into a coherent educational and cultural continuum. Using the results obtained in practice and further exploring the potential of the Ukrainian Carpathian region will allow us to trace the impact of certain factors (both internal and external ones) on the formation of regional socio-cultural environment in order to extrapolate the results of the research to the study of other mountainous regions of Europe and the world. Certain results of the study were obtained within the framework of the implementation of the fundamental scientific and practical project “Development of the younger student’s personality in the mountain environment” (state registration number № 0113U005200) of the Department of Pedagogy of Primary Education and Creative Educational and Scientific Laboratory of the International Project “Mountain School of the Ukrainian Carpathians”, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine).

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