

## DEVELOPMENT OF THE SOCIAL CULTURE OF AN EDUCATIONAL INSTITUTION AS A MANAGEMENT PROBLEM

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**Abstract:** The article presents the author's vision of the problem of managing the development of the social culture of an educational institution: the conceptual field of research is formulated, the principles of managing the development of the social culture of an educational institution are identified and scientifically substantiated, and the organizational and management conditions for increasing its level are defined.

**Keywords:** social culture, management of social culture of educational institution, socio-cultural space, socio-cultural minimum of an individual.

### 1 Introduction

The history of the development of human civilization has repeatedly testified to the decisive role of education in the establishment of social relations, improvement of science and culture, modernization of production, and was a tool of influence on the mental values and priorities of people, taking into account the interests of long-term and current social practice [15, p. 54]. Equally important is the role of education in the 21st century, since precisely it ensures the movement of changes in the socio-cultural complex in the direction of ensuring the sustainable development of the post-industrial information society [1; 4]. And against the background of the struggle of states for more competitive positions on the world stage, education appears as an indicator of the spiritual component of social life and a translator of new sociocultural meanings, norms, and priorities. In this sense, education stimulates the search for new guidelines in the methodology of training and education of the individual, the development of models of educational environments capable of providing the conditions for personality's successful socialization [8]. Hence, the special attention of modern pedagogical science is focused on the problem of managing the influence of society on the solution of certain educational tasks faced by the educational institution. A factor of such influence is the social culture of the subjects of society, with whom the school either establishes partnership relations, or remains isolated, losing the opportunity to provide students with social inclusion. In this context, the problem of managing the development of the social culture of educational institution is actualized.

The specified problem is the subject of research in the field of psychology, pedagogy, sociology, social pedagogy, social and educational management. In particular, the works of H. Yelnikova, O. Marmaza, M. Moiseev, M. Potashnyk, and E. Khrykov are devoted to the methodological principles of education management and the formation of the culture of an educational institution as an educational organization. Aspects of managing the interaction of an educational institution with the external environment are highlighted in the works of I. Korniylova, V. Palamarchuk, V. Pinchuk, O. Popova, Yu. Taran, A. Chernyuk. The peculiarities of the interaction of the educational institution with other public institutions were studied

by K. Ibrahimova, V. Kovalchuk, R. Navgorodskiy, O. Sysa, and others. However, a holistic study of the problem of managing the social culture of an educational institution was not conducted.

The purpose of the article is to clarify the conceptual and categorical field of research, to determine the principles of managing development of the social culture of an educational institution and the organizational and management conditions for increasing its level.

### 2 Materials and Method

To achieve the goal of the study, general theoretical methods of scientific knowledge were used (analysis, synthesis, generalization, systematization, etc.).

The methodological basis of the article consisted of the concepts and provisions developed in the works of scientists involved in understanding the problems of management, education management, culture, sociology, and communications. The research methodology is based on a combination of system and activity approaches.

### 3 Results and Discussion

A modern educational institution is a subject of society, and this fact obliges it to recognize the cultural imperative of the social environment and adhere to common cultural and legal norms of life. In this context, the social culture of the educational institution acts as a regulator of the school's interaction with other subjects of society and is expressed in the value-normative system of relations with them. Such subjects include:

- Social institutions (family; organizations and institutions of education, culture, health; religious institutions; public organizations), because they represent an organized system of connections and social norms that produces common social values and related activities reproducing needs of society;
- Formal (classes, student self-government, clubs, circles) and informal (interest groups) adolescent and youth associations that act as institutions of socialization which create conditions for verification of social norms and values, models of behavior necessary for the formation of social personality culture;
- Multi-age informal communities – groups of adults and children who are united by common issues, a specific value system, an appropriate model of behavior, and a style of communication.

According to the Hungarian sociologist I. Vitanya (cited by Nash) [10], such a system of mutual relations is a culture of collective communication of various subjects in one society with the help of regulatory factors, namely: sensitivity to the interests of others, their understanding; the ability to empathize; irreconcilable attitude to restriction of interests, dignity of the individual; high tolerance; active defense of humanistic principles.

Thus, the question arises about the orientation of educational activities to ensure the interests and needs of other subjects of society and the search for effective mechanisms for regulating the relationship between them, one of which is the development of the social culture of the educational institution.

The formulation of theoretical principles of managing the development of the social culture of an educational institution requires understanding of the phenomenon of "social culture" in the educational context at the level of a concept - a content characteristic as a personified feature [5; 15]. In order to reveal the essence of this concept as fully as possible, it is necessary to clarify the basic concept of "culture" and establish its relationship with the "social" feature.

We lean towards the definition of “culture” in the pedagogical field, substantiated by P. Kendzor, as a specific way of human activity, a set of thinking models, symbols, values, and norms that form the identity of a person [7, p. 23]. Let us note that in educational management, the concept of “culture” is traditionally associated with the “organizational” feature. The works of I. Zyazyun, L. Kalinina, L. Karamushka, V. Lunyachek, V. Maslov, S. Podmazin, G. Tymoshko, E. Khrykova, and others are devoted to the consideration of the scientific concept of “organizational culture” and the methodology of management of the development of educational institution’ organizational culture as one of the areas of management activity. In their opinion, the organizational culture of an educational institution is a system of collective values, symbols, beliefs, patterns of behavior of members of the organization, which give a general meaning to their actions. It helps internal school management to orient all units and individuals to common goals, mobilize the initiative of employees and facilitate productive communication between them [16].

However, in relation to the concept of “culture” with the sign “social”, the management mission is more complex and responsible, since the cultural imperative of the social environment of the educational institution, which is we interpret as a totality of institutions and forms of culture, that not only ensure the satisfaction of the vital needs of various strata and groups of the population, but also contribute to the mastery of children and young people with the skills of impartial interpersonal communication, technologies for building social interaction, requires special management.

So, the social culture of an educational institution is a product of the interaction of an educational institution with other subjects of the socio-cultural space in order to ensure favorable conditions for children and youth to acquire experience of social action. Interaction is built through the establishment and development of social relations and social communication between representatives of the subjects in the sociocultural space (by leaders, collectives, groups, as well as at the interpersonal level). We consider the sociocultural space as an open socio-pedagogical system of mutually coordinated influences of the educational institution and other subjects of social relations on the nature of interpersonal communication and the level of social communication of an individual. Let us justify our position.

First of all, since social relations - person to people, person to himself, person to objects of the outside world - are reflected in the system of events, situations, social phenomena [14], the social relations of the educational institution are accumulated in the value attitudes of the educational process participants towards themselves, to each other, to others, and are manifested in the relatedness of social action.

Secondly, a necessary condition for the functioning and development of all social systems, as defined by L. Leydesdorf [9], is social communication, because it ensures communication between people, enables the accumulation and transfer of social experience, ensures the division and organization of joint activities, management, translating of culture. In particular, communication (verbal and non-verbal) between representatives of various subjects of society for the purpose of exchanging ideas, values, beliefs, and positions contributes to the joint development of the image of the socio-cultural space of the educational institution. As E. Fernandez and H. Cairns point out, since the language activity of a person has a social essence, as it contributes to the realization of expected results, thanks to personal and socially active interaction [3], it is quite necessary to select the most effective conditions and means of language processes that should unite the participants of social communication. The establishment and development of social communications in an educational institution is facilitated by the development of such sensory and emotional properties in the participants of the educational process as:

- Social empathy, which provides social perception of another person by showing empathy;

- Social attraction, which reflects a stable positive feeling towards others;
- Social affiliation, which is manifested in a person's desire to be a part of the community and maintain friendly, emotionally emphasized relations with its members [5].

Thus, the development of the social culture of an educational institution determines the formation of the sociocultural minimum of an individual - a complex of knowledge, abilities, skills, value orientations, personal qualities necessary for active interpersonal communication, establishing social relations and supporting social communication.

We consider factors of development of the social culture of an educational institution to be such as:

- Of value-needs nature (needs to establish social ties, sensitivity to the interests of others, ability to empathize, tolerance, active defense of humanistic principles, uncompromising attitude to the limitation of interests, personal dignity);
- Of communicative nature (language, means and methods of communication, sources of communication);
- Of social and activity nature (enrichment, translation, transformation of social relations, gaining experience of humanistic interpersonal communication).

Taking into account the complexity of the essential characteristics of socio-activity factors, we will characterize the defined concepts in more detail, namely:

1. Enrichment of collective communication occurs in the process of building a model of social dialogue, which, unlike encapsulation (a limited circle of communication), promotes interaction, mutual influence, mutual enrichment of subjects of the sociocultural space, that is a product of the social culture of the educational institution.
2. Translation provides communication between people, allows accumulation and transfer of social experience, provides organization of collective activities, management, translation of culture [8] and creates an image of social community [14].
3. The transformation of social relations is ensured in the system of value attitudes of the educational process participants to themselves, to each other, to others, as well as to the objects of the socio-cultural space of the educational institution, in particular: activities, events, situations, phenomena, positions.

We note that only the unity of all three factors - value-need, communicative-communication, social-active - makes it possible to purposefully form and systematically develop the social culture of an educational institution at the local and partner levels, as well as at the level of and social dialogue.

The local level of development of the educational institution’ social culture indicates the mutual direction of the activities of the educational institution and other subjects of the socio-cultural space, as a result of which certain social relations are formed. Indicators of the formation of the social culture of the educational institution at the local level are as follows: there is an increase in the image of the school in the neighborhood; social institutions of culture, public organizations, and cultural communities participate in the organization of the educational process only in certain cases; participants in the educational process do not understand the essence of traditions, values, attributes of the educational institution; the content of the educational program does not include subjects, courses, electives of socio-cultural direction; the communicative sphere of the lesson is poorly developed - as a rule, only in the lessons of the social and humanitarian cycle; participants in the educational process do not take part in the development of management decisions; students have a low level of formation of the socio-cultural minimum of personality.

The partner level indicates the mutual influence of the activities of the educational institution and other subjects of the socio-

cultural space, as a result of which stable social relations are formed, interpersonal communication is activated, and social communication is established. Indicators of the formation of social culture at the partner level are as follows: the educational institution has a positive image in the service area (region), but it is not stable; social institutes of culture, public organizations, and cultural communities periodically participate in the organization of the educational process; the life of the school is characterized by a positive attitude of teachers, students and their parents to the traditions, values, attributes of the educational institution, but this is not reflected in the social behavior of the participants of the educational process; the content of the educational program includes subjects, courses, electives of a socio-cultural orientation, but they are taught only in certain educational degrees; the communicative sphere of the lesson is built mostly on subject-object relations; the specific weight in the development and adoption of management decisions belongs not to the school self-government bodies, but to the management of the educational institution; students have an average level of formation of the socio-cultural minimum personality.

The level of social dialogue is characterized by the mutual enrichment of the activities of the educational institution and other subjects of the socio-cultural space, as a result of which social relations develop, social communication promotes active interpersonal and social communication. Indicators of the formation of the social culture of the educational institution at the level of social dialogue are the following: stable image in the service area (region); active participation of social institutes of culture, public organizations, cultural communities in the organization of the educational process; the conscious attitude of teachers, students and their parents to the traditions, values, attributes of the educational institution, which is reflected in the social behavior of the participants of the educational process, the defense of own interests; the content of the educational program includes subjects, courses, electives of a socio-cultural orientation taught at all educational levels; the developed communicative sphere of the lesson is built on subject-subject interaction; the specific weight in the development and adoption of management decisions belongs to the school self-government bodies; students have a high level of formation of the socio-cultural minimum of the personality.

Namely the achievement of the partnership level and the level of social dialogue requires skillful flexible management so that its result meets the expectations of the subjects of the socio-cultural space. Therefore, we interpret the management of the development of the social culture of an educational institution as a set of internal and external managerial influences aimed at ensuring the effective interaction of the subjects in the socio-cultural space, which will contribute to the formation of the socio-cultural minimum of the individual. Management of the development of the social culture of the educational institution is carried out on the principles of synergism, communication activity, openness, transparency and accessibility, maintaining a balance of interests and the commonality of the product of activity.

In particular, the principle of synergy contributes to the coordination of work and the consolidation of resources of various subjects of the socio-cultural space, individuals, for the improvement of educational practices. At the same time, the educational institution can help families gain access to support services provided by other institutions, such as health care, cultural activities, tutoring services, and after-school child care programs [2]. The principle of communication activity directs the process of exchanging facts, ideas, views, plans, provides communication using verbal and non-verbal means for the purpose of transmitting and receiving information, makes it possible to establish mutually beneficial relations between the educational institution and other subjects of the socio-cultural space, to make influence, by means of support and persuasion, on the opinion, position, and behavior of their representatives. The principle of openness, transparency and accessibility, as stated in the Law of Ukraine "On public associations", provides for the right of all members (participants) of a public association

to have free access to information about its activities, including when making decisions and taking measures, and it is also the duty of the public association to provide such access [12]. In the Council of Europe' "Code of Recommended Practices for Public Participation in the Decision-Making Process", the openness of the organization's management is important for external oversight, which should be transparent [13]. Article 30 "Transparency and Information Openness of Educational Institutions" of the Law of Ukraine "On Education" defines that educational institutions form open and publicly available resources with information about their activities and make such information public [10]. We note that the observance of the specified principle not only by the educational institution, but also by all subjects of the socio-cultural space ensures the informational openness of decisions and actions taken by their managers (teams), makes it possible to agree in advance the contradictions that arise in the process of developing joint solutions. Since each entity has its own founding documents, which outline the purpose, tasks, and areas of activity, as well as development programs, work plans, etc., it is important to maintain a balance of interests and the commonality of the activity product. According to this principle, the relations of subjects should take into account their own interests, but, at the same time, recognize the interests of partners. Manifestations of imbalance in relations are especially noticeable when determining the share of contribution to the creation of a joint product of activity. First of all, while material resources and financial investments can be counted, it is sometimes simply impossible to estimate contributions of an intangible, spiritual nature. Secondly, the joint product of activity is the profit of both sides of its production, which significantly increases its social value, since it not only reflects the interests and potential opportunities of its creators, but also serves as a factor in the formation of the socio-cultural minimum of the individual, enrichment of the cultural imperative of the social environment, development of common cultural-legal norms of life and, ultimately, development of the social culture of the educational institution.

The principles defined by us in no way override the importance of other principles of management, in particular: scientificity, adherence to planning, democracy, purposefulness, objectivity of assessment, etc., but only complement them, increasing the effectiveness of management activities aimed at raising the level of social culture of the educational institution.

In this regard, the management team faces the task of ensuring the organizational and management conditions for raising the level of social culture of the educational institution, namely: enriching the content of the educational program with a socio-cultural component; organization of multicultural education of schoolchildren based on technologies of creative community, partnership and social dialogue; improving the skills of teachers in matters of forming the socio-cultural minimum of students; the use of social communications in the functioning of an educational institution; development of the educational environment infrastructure; application of social interaction technologies in managerial practice. In overall, the organizational and management conditions that we have defined contribute to the logical combination of internal and external socio-pedagogical regulators of the behavior of schoolchildren, which helps to develop the practice of conscious resistance to the manipulative influences of antisocial subjects and objects, and, therefore, to increase the level of social culture of the educational institution.

#### 4 Conclusion

The results of the conducted research make it possible to state that the problem of the development of educational institution' social culture is urgent in view of the deep social transformations, the new social order for domestic education and needs to take into account the interests and needs of the participants of the educational process, as well as of other subjects of the socio-cultural space. To increase the level of social culture of an educational institution, it is necessary to

provide organizational and management conditions that will contribute to the optimization of the educational potential and resources of the partner entities as a result of their interaction. In order to effectively manage the development of the social culture of an educational institution, managers need to have knowledge not only in the field of educational management, but also in social management, adhere to certain principles of management, and be able to apply social interaction technologies in management practice.

Prospects for further research in this direction will be related to the development of a structural and functional model of managing the development of the educational institution' social culture, determining the mechanisms for assessing its levels.

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