

V. Yu. Areshonkov, Zhytomyr Ivan Franko State University

“THE CONTENT OF SOCIAL EDUCATION” IN THE CONCEPTUAL SYSTEM OF THE HISTORICAL AND METHODOLOGICAL RESEARCH

Areshonkov V. Yu.

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The author makes an attempt to determine the concept “content of social education” in the conceptual system of the historical and methodological research. It is concluded that the content of social education in the Soviet secondary school is to be considered as a system of integrated scientific knowledge and skills, as well as the means of scientific activity formalized in syllabus. This system provides development of students’ skills, formation of their world outlook, morality and behavior and preparedness to social life and work.

Key words: social science, content of education, content of social education, school subject.

Historical and methodological study of formation and development of school social education in Ukraine in the twentieth century foremost requires the specification of the logical content of key terms and concepts which describe the specified field of education.

Although the problem of the content forming of social education is reflected in the writings of K. Bakhanov, A. Dyatlova, L. Pyrozhenko, A. Pometun, A. Prykhodko, T. Remekh, T. Samoplavska, I. Smahin, N. Yarosh et al., they do not provide the conceptual analysis of social education focused on the content.

Thus, the purpose of this research paper is to clarify the concept of social education content in the conceptual system of historical and methodological research.

In the scientific literature on scientific knowledge and related disciplines the term “public”, “humanitarian” and “social” are sometimes used as synonyms thereby disorienting researchers.

In modern Ukrainian educational science that conceptual problem was solved by A. Mikhaylychenko who clearly defined the meaning of “public science”, “humanities”, “social science” [6].

In his opinion, public sciences are connected with cultural and historical heritage of particular cultures, with social norms related to a particular, separate family, class, a separate group, nation, state, etc., which are characterized by ethnical, national, religious identity [6, p. 5]. Therefore, the researcher considers psychology, pedagogy, philosophy, linguistics, literary studies, religious studies, art history, archeology, ethnography, local history, cultural studies, aesthetics, and economy as social studies.

According to A. Mikhaylychenko, the center of “humanitarian” concept is the idea of man as the highest value [6, p. 5]. That is why to the humanitarian class he attributes sciences aimed at studying man in her spiritual, intellectual, moral, cultural and social activities. If the object of humanities is often overlapping with the social sciences, the methodology and study techniques are contraposing [6, p. 5]. Thereafter native and foreign languages and literature studies, anthropology, theology, journalism, ethnography, ethics, art studies, etc., are referred to the humanities.

By social sciences scholar understands sociology, social psychology, law, political economy, history, demography, social statistics, social hygiene [6, p. 5 – 7].

A. Mikhaylychenko unites public, social sciences and the humanities under the term of social studies [6, p. 5].

In his thesis I. Smahin conducted the profound analysis of social science concepts, where he suggested outlining the broad and narrow sense of “social science” concept.

In his opinion, a broad interpretation of what constitutes “social science” covers “the totality of scientific knowledge of man and society, which is formed on the basis of history, sociology, economics, political science, law, culture, social economy, social psychology and personality psychology, social philosophy, philosophical anthropology and ethics” [6].

In terms of the normative approach, based on the new State standard of the basic and complete secondary education, social studies can be defined as the education sector, which structurally consists of historical and social science components.

In the narrow sense the concept of “social science” refers to the name of similar subjects with integrated content in terms of the Soviet school system in the first and second half of the twentieth century.

In the Soviet schooling social science as an integrated subject is known in the period from 1921 till early 30s and from 1962 till 1991. If within the first period history was a component part of social science, than within the second period the social science and history were equal ranking academic subjects in the Soviet school.

T. Bakka defines the current social science as a set of “training courses that are designed to create in students’ minds the foundations of philosophical, cultural, legal, economic, political, civic knowledge. Priority tendencies of social studies in school, and hence the structure of its content is primarily reflected in the integration of such elements of knowledge as the basics of philosophy, culture, economics, law and the Constitution of Ukraine , political science and civics. Its main function is considered to be the providing of proper socialization of younger generation, the formation of its system of universal, national and personal values and value system, opportunities for young man to make a conscious choice of behavior patterns that meet the needs and challenges of Ukrainian state, democracy and the information society” [1, p. 9].

The modern Ukrainian “Encyclopedia of Education” provides the following definition of “social science education”: it is education that focuses on identity formation, conditions for its self-actualization, contributes to the development of civil society (historically compound forms of cooperative human activity) and facilitates the improvement of law state. Basic subjects for social oriented education are social sciences such as social philosophy, political science, ethics, social psychology, sociology, economics, etc. [4, p. 892].

Since our research covers the chronological periods of pre-Soviet, Soviet and Ukrainian contemporary education, “social science school education” as a functional

notion of the analysis, considering its realization within those three educational systems, we are defining it as education that is based on the content of public and social sciences and provides personal socialization according to public (social) requirement, and it is formalized in educational programs through the establishment of adequate knowledge, skills and relations in the process of studying social subjects in school”.

In a didactical context there are different interpretations of the term “content of education”.

In the “Dictionary of Pedagogy” G. Kodzhaspirova explains the content of education and training as a system of scientific knowledge, skills, relationships and creative experience, mastering of which provides a versatile development of mental and physical abilities of students, form their ideology, morality behavioral models, prepares for social life and work [2, p. 313].

In the “Ukrainian Pedagogical dictionary” S. Honcharenko notes the content of education stems from its main function which is to introduce young people to universal and national values [2, p. 137]. “The content of education is a system of scientific knowledge about nature, society, mentality, practical skills and work methods, artistic experience, philosophical, moral and aesthetic ideas and congruent behavior that student should master in the process of learning. The content of education is affected by objective factors (society’s needs in labor force development, the development of science and technology, accompanied by the emergence of new ideas, theories and fundamental changes in technology) and subjective factors (the policy social guiding forces and methodological positions of scientists). Pedagogy requires from content of education to be aimed at achieving the main goal of education that consists in forming a harmoniously developed, socially active individual, citizen of Ukraine; the content of education should be found on a scientific basis” [2, p. 137].

New Russian edition of “Pedagogical Encyclopedic Dictionary” (2008) notes that “The content of education is a system of knowledge, skills, creative experience and axiological orientation, mastering of which is necessary for personal

development”. This definition is given in terms of a person-centered approach to content of education.

In modern national pedagogy education content is defined as:

- “a set of knowledge and skills that are included in secondary education” (V. Haluzinsky, M. Yevtukh);
- “a system of scientific knowledge and skills, mastering of which provides comprehensive development of mental and physical abilities of students, forms their ideology, morality and prepares for social life and work” (M. Fitsula);
- “a system of scientific knowledge and skills, mastering of which creates the foundation for the development and formation of personality” (N. Volkova);
- “a part of culture, social experience of society, which is used in the process of education to meet the challenges of upbringing, education and personal development” (N. Moyseyuk);
- “a part of culture and social experience of humanity that is aimed to create opportunities for self-determination of a young person for its authentic self-actualization in terms of harmonization of personal and general public interests” (S. Palchevskiy, I Zaychenko).

It is obvious that the content of education does not remain unchanged. Community development, changing goals and tasks of education and upbringing of the younger generation entails changes in the content of education.

O. Savchenko defines the content of secondary education as a historical category, a model of realization of social requirements in terms order to give future generation a life training. The content of education takes into consideration current and future needs of society and individual educational needs [4, p. 322].

The content of secondary education finds its direct manifestation in the curriculum, programs and textbooks.

Structurally, the content of basic education includes a system of knowledge and skills, creative and axiological experience [7, p. 149].

The Soviet didactics determined school subject as the basis for the development of curriculum content. The theory of school subject was developed by A. Sokhor, I. Zhuravlev, L. Zorina, S. Lyednov et al.

School subject is a didactically based system of knowledge and skills originated from the relevant fields of science or arts that are to be studied in school, basic structural unit of educational process; a way of implementing of educational content [8, p. 488].

N. Yarosh, a modern Ukrainian scholar, notes that from the second half of the twentieth century an important theoretical condition for the development of social education on substantive basis was “substantiation of conceptualization of social education course. It was carried out by the same criteria that were applied to all school subjects - initial categories which names were used to denote a particular field of knowledge and which more or less clearly represented the specifics of subject were used as a base” [11, p. 326]. According to these criteria, the scholar, using the approach proposed by V. Skiba, divides school subjects into three types according to their conceptualization divided into three types: monosubjective, duosubjective and polysubjective.

V. Skiba, a Ukrainian scientist, gives the following characterization of school subjects: theoretical system of monosubjective subjects is limited by the one scientific field; Diasubjective ones a based on a synthesis of subjective areas of two sciences (economic geography). Polysubjective are those which outline sthe subjective areas of three or more scientific fields (mathematics, ecology) [9, p. 42].

Apparently, social science was introduced in the Soviet school education as a polysubjective .

N. Yarosh noted that social science was “the most difficult polysubjective school courses that combines not only related, but different in their content humanitarian and natural sciences. In addition, this course included a number of sciences such as philosophy and political economy which generally are not included in the school curriculum” [11, p. 326].

In the last third of the twentieth century in terms of the Soviet didactics some scientists considered that it is essential to include into the content of school subject not only educational material that students should master, but also “generalized activity methods produced by mankind and applied to this material” (mental activities) which students must be taught primarily (P. Halperin, O. Zaporozhets’, D. Elkonin). Others felt that the content of the subject “should specify the types of cognitive and practical tasks which students of any class should learn how to solve” (M. Skatkin).

The Soviet didactics in questions of selection and designing of school subjects’ content, taking into consideration educational tasks of school and age characteristics of students, established a rational relationships between facts and generalizations; it was selecting theories and key ideas that were considered as essential for understanding of many particular facts and provided a dialectical materialistic understanding of certain scope, served as a guide for cognitive and practical activities and had educational value, denoted to what extent could be covered laws and theories on a particular stage of educational process.

The concept of “the content of school social science education” is derived from the concept of “content of education”. Based on the modern national State standard of the basic and complete secondary education, the concept of content of school social science education can be defined as a system of conceptual tendencies of social science: an individual in the socio-political sphere, an individual in the social sphere, an individual in the law field, an individual in the economic sphere, an individual in cultural and spiritual sphere.

As for the content of modern social science school education, philosophy, economics, sociology, political science, social psychology, law are considered as basic sciences in the context of the development of students’ knowledge and skills.

Mastering the basics philosophy helps student to navigate properly in the world of knowledge and human values, and find a place in life. The value and necessity of studying philosophy at school is evident mainly due to the fact that it answers the

question, how to think, how to live with dignity. The understanding of the nature of social processes is provided by social philosophy.

Economic basics and related skills required for the formation of a teenager's adequate perception of the economic situation in the country and the world. They also serve as a tool that graduates will use to adjust their relationships with their future employers, colleagues, public and private economic structures.

Sociological knowledge and related skills designed to promote a comprehensive view of social processes by creating a framework of social thought as systematic understanding of the objective and subjective elements of social trends. Comprehensive systematic sociological thinking helps youth to take an active social position.

The growing importance of political science (the science of politics, structure, distribution and actualization of power) is determined by the fact that the fate of the country and hence the destiny of each person depends on the totality of individual political positions and conscious political choices of citizens. The strengthening of democracy in Ukraine is impossible without the consolidation of the democratic values revealed by political science in the consciousness of the majority.

Social psychology plays an important role in determining the graduate's place in society and shaping its position in relation to society, while its importance is increasing due to the complexity of current interpersonal relationships, the value of human interaction in large and small groups.

Mastering basic knowledge of law and relevant legal skills is an essential element of development of socially active individual which possesses legal conscience and legal culture necessary for modern society. In its turn, it brings personal conviction in the necessity of the law norms, responsible and respectful attitude to the rights and freedoms of others; strengthens public position.

G. Chernova notes that the content of social science school education is not permanent, as it changes due to the development of the society and social science. Methods of teaching social science are designed to make optimal selection of its most important elements. The required content of social science subjects required for

studying at the school is determined by the state standard. It is mastered by students with the help of the specific methodological organization of education which includes school, extracurricular and after-school activities and interdisciplinary connections [10, p. 18 – 19].

The integration of social science education is manifested on the subjective (polysubjective) and intersubject level. B. Ilchenko believes that an integrative approach to education leads to expedient clustering of educational content components into entirety. The result of integrative approach may appear in integrity of different levels of knowledge. Integrative approach is implemented in studying of integrated courses or separate subjects of educational sphere, when the integrity of knowledge is formed due to the integration on the basis of concepts that are common to all subjects, application of methods and forms of education, monitoring and correction of students' achievements that channelize educational process to the integration of knowledge [4, p. 356].

O. Dyatlova in the thesis on the problems of integrating the content of social science school education in the 20's – 30's of the twentieth century, notes that the concept of "integration of educational content" can be seen as a "set of some elements of the educational content based on scientific approaches that are determined by the need of education to create and in students' minds a system of knowledge and notions of man and society as the basis of a comprehensive worldview. Therefore, the aim of integrating the content of education is to develop in students' minds a belief that will increase the level of their mental activity" [3].

The researcher has introduced into practice a new pedagogical concept of "integrative approach in education" to determine the formation of content (of a single subject or an educational field) as a didactic model that is developed on a basis of combined elements of knowledge from different subjects and is implemented by the usage of integrated forms and methods of educational organization [3].

Thus, in the historical and methodological context, according to the subject of our study, the term "content of social science school education" we define as a system of integrated scientific knowledge and skills, kinds of educational activities

formalized in educational programs, that was taught within the mono-and polysubjective school subjects of public and social character (except history) and ensure the development of students' abilities, formation of their worldview and morality, and conduct preparation for social life and work. The study of historiography of appointed concept is the subject of our further researches.

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Арешонков В. Ю.

„Зміст шкільної суспільствознавчої освіти” в понятійній системі історико-методичного дослідження

У статті автор здійснив спробу уточнення поняття „зміст шкільної суспільствознавчої освіти” в понятійній системі історико-методичного дослідження. Зроблено висновок, що зміст шкільної суспільствознавчої освіти у радянській школі потрібно розуміти як систему інтегрованих наукових знань, умінь і навичок, способів навчальної діяльності, формалізованих в навчальних програмах, яка забезпечувала розвиток здібностей школярів, формування їх світогляду, моралі та поведінки, підготовку до суспільного життя і праці.

Ключові слова: суспільствознавство, зміст освіти, зміст суспільствознавчої освіти, навчальний предмет.

Арешонков В. Ю.

„Содержание школьного обществоведческого образования” в понятийной системе историко-методического исследования

В статье автор предпринял попытку уточнения понятия „содержание школьного обществоведческого образования” в понятийной системе историко-методического исследования. Сделан вывод, что содержание школьного обществоведческого образования в советской школе нужно понимать как систему интегрированных научных знаний, умений и навыков, способов учебной деятельности, формализованных в учебных программах, обеспечивающую развитие способностей школьников, формирование их мировоззрения, морали и поведения, подготовку к общественной жизни и труду.

Ключевые слова: обществознание, содержание образования, содержание обществоведческого образования, учебный предмет.

Information about the author

Volodymyr Yuriyovych Areshonkov – Candidate of Pedagogical Sciences, Associate Professor of Law and Special Historical Subjects Department of Zhytomyr Ivan Franko State University.

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