

## **Social Environment for Student Development and Pedagogical Features of Partners**

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**Abstract** The article reveals the peculiarities of the individual with the social environment, puts forward pedagogical ways of enhancing the purposeful influence of social factors on the education of students, the formation of their moral values.

**Key words.** social environment, spontaneous and purposeful factors of socialization, personality, students, social and developmental situation.

**Introduction.** The social environment is another of the most important factors in the development of personality. It affects a person throughout his life. Based on the definitions that exist in the social and pedagogical sciences (Great explanatory sociological dictionary, M.A. Galaguzova, A.V. Mudrik, P.I. Pidkasty, L.I. Malenkova, V.A. Karakovsky) "environment", "social environment" is defined as follows:

Environment - The totality of all conditions that surround a person and affect him directly or indirectly.

Environment - A set of phenomena, processes and conditions that affect the object under study.

Social environment-

1) the totality of social conditions of human life, influencing his consciousness and behavior;

2) a set of material, economic, social, political, and spiritual conditions for the existence, formation and activity of individuals and social groups. Distinguish: the macroenvironment - the socio-economic system as a whole and the microenvironment - the immediate social environment.

3) part of the environment, consisting of interacting individuals, groups, institutions, cultures, etc.

4) a variety of interrelated and interacting social factors that affect the initiation and assimilation of social norms, rules, values by a person.

There are natural and social environments, each of which consists of different elements and has a different meaning for the development of the child's personality, affects him in different ways.

The natural environment includes climate, vegetation, geographical conditions of human activity. Its influence on the psyche of the child is indirect, it is mediated by the way of life of people.

The social environment is spontaneously and consciously, systematically acting factors: the method of production of material goods, the spiritual life of society, the sphere of social management, i.e. the nature of the state and democracy, the relationship between parties and public organizations, etc. - these are the socio-economic and political conditions that potentially determine the formation of a social type of personality.

Practical activity; in the microenvironment there is a direct interaction of the individual with the world around him.

Factors of spontaneous socialization - natural-geographic, features, socio-geographic, climatic, socio-economic, socio-demographic, historical and cultural.

Spontaneous factors that can be subjected to relatively directed socialization - mass media, ICT, subculture.

Factors of purposeful socialization - family, neighborhood, peer group, religious organizations, educational (educational) institutions and organizations.

And microenvironment does not automatically affect the personality.

The environment and its individual elements become a development factor under certain conditions:

- if these elements directly surround a social group, a person;
- in the interaction of the personality with the environment through participation in the personality in the activity;
- all elements of the living environment become a factor in the development of the individual only if and insofar as they affect the consciousness of the individual.

Research by sociologists is important for pedagogical understanding of the role of the social environment in the development of the individual. They contribute to the knowledge, explanation and use of specific mechanisms of its impact on the personality in the process of education.

Summarizing the views of teachers-researchers V.A.Karakovsky, L.I. Novikova, L.N.Selivanova, we can conclude that the environment for a person is not just his environment, but the environment that he perceives, to which he reacts, with which he comes into contact, interacts [5]. What surrounds him "and" a person's environment as everything that causes a response in him are different concepts. And, although the environment that surrounds two people living side by side will seem to be almost the same, the environment of each of them will be at the same time special, original, because it is no longer just surrounding him, but somehow mastered by him.

Consequently, only taking into account or creating an active relationship of the individual with the environment will allow us to consider the environment as an important factor of development.

In pedagogical literature and practice, the concept of "social situation of personality development" is used to designate the formative influence of the environment.

Thus, the movement towards specific goals of education begins with the analysis (or creation) of the social situation of personality development, since it is the starting point in the organization of the educational process (both in an educational institution and in a family). The social situation of personality development is determined, firstly, by the peculiarities of the social environment, life events, and secondly, by the peculiarity of the attitude of the educated person to the phenomena of the external environment.

This includes age-related features of personality development and individual characteristics of its interaction with the immediate environment (family, university, student group, friends, etc.). Therefore, each person creates his own, purely individual situation of social development [4].

Social situations of personality development can be formed in the field of individual aspects of its integral development - physical, civil, aesthetic, gender, moral qualities and characteristics.

Constant study and knowledge of the positive and negative features of the influence of the social situation on the process of personality development allows the teacher to make certain adjustments to the lifestyle of a young person, to create the most favorable conditions for the full development of the personality, i.e. to transfer the social situation into the educational situation of its development [8].

When organizing the educational process, it is necessary to take into account the influence of the environment that spontaneously affects the personality of the media, the street, friends), and the environment organized by teachers and representatives of the older generation (teachers, teachers, family, representatives of public and state institutions of education, upbringing, culture).

Consequently, the pedagogical aspect of the problem we have identified is the search, scientific substantiation and practical use of special mechanisms for transforming the possibilities of the social environment into internal regulators of the national value orientation of students.

Here, Yu.S.Manuilov's instruction seems to be practically important, with which we fully agree: "only on the basis of a comparison of the data of the environment and the goals outlined by the pedagogical policy, certain practical educational plans are developed, this or that amount of pedagogical measures is built".

The university is a special educational space and serves not only to transfer special knowledge, but also to develop and reproduce a special cultural layer of society, the most important element of which is a specialist in the field of education. Education is an important part of the educational activities of the university. Purposeful educational work carried out at the university covers various aspects of the life of student youth, including social assistance and support, civil, patriotic, aesthetic education based on national and universal values.

In particular, the process of introducing students to national values is organized as their inclusion in the general flow of life situations. The situations themselves are built on the principle of creating an environment that disposes students to "free choice" (speculative, emotional, behavioral and activity); providing conditions for the mutual influence of students on each other; repeatability of individual methods (to compare results, identify development trends); maintaining a high degree of pedagogical tact.

Introducing student youth to national values is an urgent modern pedagogical task that cannot be resolved through separate educational actions and events.

This task is unsolvable both within the framework of a separately studied academic discipline and in the space of an ideally organized educational system. The spiritual and moral growth of a young person projected by us is the joint long-term work of many people, the fruit of the systematically coordinated efforts of humanistically aspiring teachers.

A feature of the process of introducing a developing personality to national values is the activation of higher mental functions of a person and the presence of an ethno-cultural context of individual personal growth. Therefore, there is a need for specially coordinated teachers, methodologists for the selection and implementation of optimal ways, means, forms and methods of "growing" the human personality into the sphere of national cultural values.

We consider the expediency of observing the stages of the mechanism for introducing young people to national values as one of the productive approaches:

1) pedagogical stimulation of interest, showing the personal and social significance of true national and universal spiritual and material values;

2) pedagogical instrumentation, involving the pupil in various activities and communication, where he would realize, feel the need to achieve, master the above values;

3) education, which at certain stages would turn into self-education, where the criterion for the life of the pupil would be not imaginary, but true values [2].

Thus, the social situation of personality development, when performing these pedagogical actions, turns into an educational situation of development, which can correct, change the shortcomings of the conditions and circumstances of a student's life, become an impulse for his social, moral and spiritual development.

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