

THE STRUCTURE OF SOCIO-CULTURAL ORIENTATIONS OF EDUCATIONAL SPACE SUBJECTS UNDER THE ACT OF TRANSFORMATION OF EDUCATION INSTITUTE

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Annotations:

Александров Денис. Структура соціально-культурних орієнтацій суб'єктів освітнього простору під впливом трансформації інституту освіти

Розглядається взаємозв'язок між трансформацією функцій освіти як соціального інституту й динамікою соціокультурних орієнтацій суб'єктів освітнього простору, конкретизуються механізми формування ціннісних пріоритетів. Наголошується, що стан професійної освіти варто аналізувати в суб'єктно-діяльнісному контексті, оскільки такий підхід уможливить досягнення необхідної диференціації соціальних сенсів і виявить критерії, що дадуть змогу вести мову про тенденції розвитку сучасного інституту освіти. Спираючись на теоретико-соціологічне знання, автор досліджує структуру «нових цінностей», часом кон'юнктурних і сумнівних, що виникають у системі освіти, і висвітлює актуальні протиріччя, що є наслідком відсутності цілісного «ціннісно-змістового образу» вищої школи.

Александров Денис. Структура социально-культурных ориентаций субъектов образовательного пространства под воздействием трансформации института образования

Рассматривается взаимосвязь между трансформацией функций образования как социального института и динамикой социокультурных ориентаций субъектов образовательного пространства, конкретизируются механизмы формирования ценностных приоритетов. Состояние профессионального образования нельзя анализировать вне субъектно-деятельностного контекста, поскольку такой подход позволяет достичь необходимой дифференциации социальных запросов и обнаружить критерии, которые позволяют говорить о тенденциях развития института образования. Опираясь на теоретико-социологическое знание, автор исследует структуру «новых ценностей», часто конъюнктурных и сомнительных, которые возникают в системе образования, и показывает актуальные противоречия как следствие отсутствия целостного «ценностно-смыслового образа» высшей школы.

Aleksandrov Denys. The Structure of socio-cultural orientations of educational space subjects under the act of transformation of education institute

The article deals with the interdependence between transformation of functions of education as a social institute and the dynamics of socio-cultural orientations educational space subjects, the mechanisms of forming of valued priorities are concretized. The condition of education institute cannot be analyzed outside of subjective context, since such an approach allows to achieve the necessary differentiation of social needs and find out the criteria to provide the development tendencies of education institute. Based on the theoretical- social knowledge, the author of the article researches the structure of «new values», sometimes opportunistic and doubtful, which arises in the system of education, and shows actual contradictions as a result of the absence of holistic «valued-notional image» of high school.

Key words:

інститут освіти, соціокультурні обмеження, ціннісні орієнтації, суб'єктність освіти, світоглядний потенціал

інститут образования, ценностные ориентации, социокультурные ограничения, субъектность образования, мировоззренческий потенциал

institute of education, valued priorities, socio-cultural limitations, subjectivity of education, potential of world outlook.

One can see value nihilism, cynicism, ambivalence of values, existential vacuum and a number of other symptoms of social pathology which appeared as a result of the value foundation rupture, semantic starvation and worldview distortion.

D. A. Leontiev

In modern Ukraine social institutions as instruments for satisfying social demands have to conform to transformation processes, adapt their functions and tasks to qualitatively new demands. The institution of education which is oriented at realization of such social demands as the economic sphere demand for highly-qualified specialists, people's demand for going into education according to the society requirements, the state demand for population's political socialization and the demand for the institute of education itself has also undergone considerable changes. The specific character of the present situation lies in the fact that changes in the institute of education occur under the influence of the Ukrainian reality conditions and in the face of the global process of overcoming the crisis in education. In order to continue its functions realization the institute of education has to change its activity patterns, the further effectiveness of which

can be achieved by gradual modernization according to the changes in socium and separate social groups' demands. In this context the attention of scientists should be paid to determination of socio-cultural orientations of the subjects of educational process, specificity of their preferences and interests.

Among the above mentioned demands it is possible to accentuate the two types: endogenous which are connected with distribution of functional burden between the structural components of the institute of education (sub-systems and sub-systems' elements) and exogenous which are advanced by other social subjects and society in general. At this maximum social demands concern the activity of the higher education sub-system that is expressed through qualitative and quantitative transformation processes. It should also be noted that the dynamic changes in the higher education system in modern Ukrainian society can happen both spontaneously (alteration of demand and supply, demand for specialists of a certain skill profile, professional orientations) and purposefully (by implementing the conception of continuous professional education into practice).

Despite of the active modernization processes of the recent time the Ukrainian society is being developed in the direction of the de-intellectualization. It is proved by the examples of estrangement of the subjects of educational space from one another, from education itself, the examples which demonstrate increasing of breakdown between education and science. The crisis phenomena usually occur due to the slow adjusting of any institute to new social realities. Education being the system of relations enters into interaction with the social environment which is represented, on the one hand, by different cultural phenomena, and on the other hand, by a human with his system of attitudes, motives, interests, expectations. Considering the translations of various forms of social experience one has to correlate the demands for the content raised by the society, direction and structuring of educational process and personality's development with the demands and orientations of the personality and to analyze the educational system functions in the context of the two dimensions.

Recently a number of researches is devoted to the Ukrainian education entering the European system and to the changes which are determined by the process. In spite of the great number of works dealing with the problems, the issues of socio-cultural orientations under the conditions of structural changes in social institutions are not sufficiently studied. To determine the relationships of the educational system with the environment and different social structures the institutional approach has been applied; it gave a chance to reveal the objective influence on interests and orientations of the educational process subjects. The use of the subject and activity approach allows studying value orientations in educational environment through the interaction of the subject with the socio-cultural system with the help of defining the hierarchy of goals and ways to achieve them.

In scientific literature there are different approaches to study the processes of socio-cultural orientation. The psychological approach covers the theory of self-actualization, Me-conception, theory of the roles adoption etc. and gives a possibility to analyze dynamics in behavior characteristics change (Ch. Cooley, J. Piaget, E. Erikson, A. Maslow, R. Gould and others). The sociological idea of the problem of socio-cultural orientations implies explanation of influence of over-individual regulators, status attitudes, social demands etc. (E. Durkheim, T. Parsons, G. Tarde, F. Giddings, D. Clausen and others). The pedagogical approach emphasizes specificity of the subject entering the educational environment (V. Andrushchenko, M. Potashnyk, L. Rybalko, A. Mudryk and others).

The problems of determining the theoretical and empirical grounds for value orientations in foreign sociology are studied in the works by M. Weber,

H. Lasswell, F. Znanets'kyi, T. Parsons, G. Allport, R. Inglehart, W. Thomas and others. Among the Soviet researchers the problematic of value orientation was developed by I. Popova, A. Zdravomyslova, V. Hrechanyi, V. Vlasova, V. Tuharynov, V. Vasylenko, G. Kiosku, M. Gulakova, S. Frolov, O. Drobnys'kyi, Z. Drotykov, V. Lukyanov, V. Sergeev, V. Kolmakov, M. Bilonozhko and others. The problem of professional value orientations is mostly the object of empirical sociological studies, the results of which are represented in the works by A. Shmeliov, L. Boiko, V. Shapovalova, A. Hendina, I. Vintina, V. Matuselych, V. Ossovs'kyi, K. Bazdyrev, D. Konstantinovs'kyi.

Realization of educational tasks is impossible in case the interests and socio-cultural orientations of the subjects involved in educational process are not considered while using new pedagogical technologies in the process. Determination of the preferences structure and priorities of the educational process subjects, study of the professional and motivation spheres, presentation of the dynamics of values subjective demonstration within the system of continuous professional education are the main tasks of the research work.

According to S. Oksamytna and S. Stukalo, despite the "education expansion" of the independence period which provided much more opportunities for getting education in higher educational institutions, and the fact that in near future Ukraine can get all chances to join the list of highly-educated countries, the issues of educational opportunities equation and educational strivings satisfaction regarding a certain cultural level remain [6, p. 456]. Actually, the modern system of educational relations is being performed under conditions of so called "axiological depression", "innovative innovation" imitation and revaluation of activity value orientations. General breakdown of life values resulted in human's self-conscience deformation and alteration of orienting points and value orientations in professional activity.

For twenty years the Center of Monitoring "Ukrainian society" (Institute of Sociology NASU) has been analyzing the dynamics of social preferences, orientations and expectations with the issues of education taking a considerable place. Studying the dynamics of the Ukrainians' value priorities A. Ruchka analyzes qualitative changes in basic values (according to M. Rokeach's conception of values) [10]). Respondents of seven all-national sociological surveys were proposed to define from the list of 20 values by 5-grade scale the values they give preference to. The value priorities whose indices are in the interval of 4.5–5 belong to "dominant values", in the interval of 4–4.49 represent "sub-dominant values", and the indices in the interval

of 3.5–3.99 stand for “values of average importance” (Table 1).

As we can see, improvement of educational level, broadening of cultural competence and national-cultural rebirth belong to the values of average importance which demonstrate a tendency towards the subjective importance weakening in recent years. On the contrary, the priority is ascribed to the vital values (sound health, material welfare), which guarantee “existential safety”, individual survival in times of social changes” [6, p. 214]. To explain such distribution of indices is possible from the ideological

position of the “theory of rational choice” by J. Coleman. Reanimating the idea of C. A. Helvetius on the exceptional significance of value orientations in social life, J. Coleman (“Basics of the social theory”, 1990) suggests looking for the causes of changes within private values and subjects’ interests in their utilitarian sense. However, comprehension of the value orientations rationality is not restricted by exclusively material direction as it is seen as the subject’s motivated wish to control the vital resources which provide his needs satisfaction [9, p. 191].

Table 1.

Alteration of the Ukrainians’ value priorities through the period of 1991-2009.

Values	1991	1994	1997	2000	2003	2006	2009
Educational level improvement (intellectual development)	3.66	3.31	3.47	3.53	4.13	3.88	3.69
Broadening of cultural outlook, introduction to cultural values	3.55	3.48	3.66	3.61	3.85	3.73	3.57
National-cultural rebirth	3.85	3.70	3.84	3.80	3.94	3.82	3.57
Sound health	4.83	4.92	4.94	4.96	4.90	4.81	4.85
Material welfare	4.76	4.80	4.85	4.90	4.69	4.65	4.66

The idea of the resources rational control is known in the educational space, for educators’ behavior is seen as necessity of interaction as for the control and redistribution of intellectual and socio-cultural resources, whereas the institute of education represents a combination of social actions regulating these processes. In spite of acknowledging the leading role of the educational space subject’s interests, under modern socio-economic conditions processes of integration and modernization provide their participants with a new type of rationality which makes them act according to the prescribed way. In general sense socio-cultural orientations are determined by the necessity of “timely understanding” the educational situation as a system of directions whose components are resources, norms and personal experience. They are defined by educators as a dynamic evaluation of the resources required for development, rational comprehension of the social situation, potential choice alternatives and their probable results and prospects.

Sharing J. Coleman’s rationalist approach, R. Putnam emphasizes the way in which value orienting points unite the vital, desirable and proper as being the realities of “everyday life”. Value orientations are seen as the subject’s conscience focus at what he has already been doing, what he is doing now and is going to do [4, p. 254]. Under the conditions of transition into the system of continuous professional education subjects of educational plane more often obtain the features of negation of the value fields superiority at the macro-level. Individuum’s socialization (“inclusion” of oneself into social relations) is not being enhanced, but interiorization (“inclusion” of the entire social experience “into oneself”, covering oneself with “social signs and symbols” which can be regularly updated). As a result, educational relations are more

and more losing their unity and entity; they show themselves as a combination of fragments and subjects between which it is difficult to establish firm relationship.

Shifting the accent from the interested subject around whom learning, culture and social life were being built into reproduction of education as an individualized, fragmentary, lacking firm value orienting points phenomenon is determined by the life flexibility and transience, distrust to ideals and values. One-sided orientation at personal interests, rejection of socialization as an out-dated concept and its substitution by self-realization, direction at hedonism and pragmatist needs satisfaction without the reproduction of cultural experience will inevitably result in debasing general quality of education and, therefore in debasing the ability of adaptation in society.

Back in the middle of the 20th century R. Merton (“Social structure and anomie”, 1966) detected several types of orientations of behavior aims and ways of achieving them from the idea of relevance (or irrelevance) to social norms. The advantage of conformism lies in the fact that general orientation of behavior at the values which are being implemented encourages continuity and new adjustment of the social institute. In this case the process of education reforming is understood as necessity of improving the quality of workplace relations, providing juridical protection, reducing risks, unification and optimization for satisfying interests of all the subjects of the educational space. This expanded type of orientation is determined and mostly defined by administrative pressure on the individuals from outside and is often available when a certain subject finds himself at the stage of values adoption. R. Merton pointed out that under conditions of culture accentuating the money success, when

“access to commonly accepted and legal means providing this success is insufficient” the “innovative” orientation as search of illegal behavior mechanisms becomes natural [3, p. 107]. Education is a sphere of professional activity, so it ought to provide financially life worth living, professional and personal self-realizations. Under conditions of growing prices and money success accentuation the orientation at materialistically justified models of behavior becomes widely spread.

The other socio-cultural orientation is educational “ritualism”, the characteristic feature of which is recognition of legal means for needs satisfaction and estrangement from impossibility of new cultural aims realization. This orientation is based on favouring the routine order which promises safety and correspondence to institutional norms providing status-quo under conditions of severe competition and reduces anxiety for one’s socio-professional status. One of the ritualistic orientation reasons is to understand uprooting of education from socio-economic demand, reduction of its applied component and, therefore, the actual functioning as a goal in itself. As far as innovative orientation appears mostly among young employees as “reaction to frustrational incongruity of small abilities and prevailing accent on considerable cultural aims” [3, p. 111], “ritualism” can be mainly traced among experienced employees who have already developed firm discipline.

If conformism appears to be quite an ordinary orientation, then “retreatism” being the rejection of legal cultural aims and established institutional means is a rare adaptive strategy among educators. The activity directed at its inner world conforms to this category. According to an American researcher, from the ideas of social-structural sources such an orientation is observed when aims and institutional means for their achievement are fully absorbed, highly appreciated by an individual, but available means do not provide desirable success [1, p. 197]. This contradiction is solved by the way of rejecting both aims and means, and when the absentee orientation has already been formed, the value of educational or professional activities success is leveled. Being different from the ritualistic strategy whose bearers traditionally and mechanically reflect educational practices, retreatism results in ignoring the established order and inner individual and isolated search of educational ideals.

The “theory of field” by P. Bourdieu (“An Invitation to Reflexive Sociology”, 1992) has certain heuristic potential for explaining specificity of contemporary institute of education and socio-cultural orientations of its representatives. The researcher used a principle of double structuring understanding orientation, on the one hand, as a circumstance which externally influences individuals, and on the other hand, as elective

orientation of people, their disposition to these or those actions. Having joined structuralism and phenomenology, the researcher connected value orientations with the notions of “field”, “capital”, “habitus”.

Resting upon the ideas of structuralistic constructivism one can affirm that educational environment (field) has its own orientation (interest) as attributive system of connections even if they are not directly observed or intentionally hidden. In the field of education subjects’ orientations are historically revealed through “habitus” as a system of firmly obtained dispositions, thoughts and preferences. At this, educators’ disposition to a certain activity greatly depends on means which they have at their disposal and which they long for (“capitals”). According to the theory of field, the four groups of capitals provide the subject of educational space with qualitative specificity of his value orientations: “material capital”, “cultural capital”, “social capital, and “symbolic capital”.

First and foremost, educational space subjects have economic orientation in the form of salary that is based on the principle of “egoistic consideration” and search of material reward in money equivalent (material capital). Educators’ orientation at non-material good is connected with accumulation of the good approved by society (cultural capital); longing for broader range of opportunities, social guarantees and access to the social good (social capital). Finally, orientation based on the necessity to support the “symbolic” order and its mechanisms reproduction represents the symbolic orientation (symbolic capital). Educators possessing the “symbolic capital” gain a possibility for realization of their own idea of legitimated structure of education, mechanisms of its construction regarding their preferences.

Analyzing socio-cultural orientations of the subjects of educational space one should pay attention to the mechanism of “turning “egoistic” private interests (these notions are defined only at correlation of the social item with larger entity of a higher level) into “disinterested interests”, that is collective which are recognized by public and are legal)” [8, p. 216]. It becomes possible owing to the “officialization” procedure. Insofar as the interest of the educational field in which the subject realizes his activity is closely connected with the content of his own interests and value orientations, then the subject’s recognition of “proper practices” of educational field provides his recognition from the side of other subjects belonging to this field, gives prestige and favours expanding the capitals of different kinds.

One more advantage of P. Bourdieu’s methodological conception is the analysis of the subject’s “disinterestedness”. The researcher points out that the subject’s activity in the social field, its participation in the “social role-play” makes him

indifferent to everything what is going on beyond this field and the role-play [2, p. 103]. In this context statistic indices of recent sociological surveys by Institute of Sociology NASU are quite persuasive. Thus, the question was asked: “Do you have a possibility to educate your children properly?” The answers proved stable increase of the amount of respondents – from 8,4% (2002) to 15,3% (2010), who are not interested in this problem. Due to the general tendency (through the period from 1994 to 2010) such characteristic indices were detected as decrease in interest to modern economic knowledge (by 1,7%), to attending libraries (by 3,5%), to reading fiction (by 16,6%) [7, p. 75–80]. It becomes evident that every day the wish to “invest” one’s abilities into educational field deforms. Majority of people are concentrated on vital values that implies certain indifference to the cultural field and its demands, the same way as religious orientation supposes indifference to money, and the artist’s orientation is understood only in terms of the reality reflection.

Hence, every historically certain public form is characterized by specific set and hierarchy of socio-cultural instructions and orientations whose system is studied as the highest level of social regulation. Emphasizing historical character of socio-cultural orienting points Z. Ravkin writes: “They always belong to a certain age but possess an ability to find new sense, make contacts with values of the new period at a new whirl of history development” [5, p. 87–88]. The prominent feature of socio-cultural processes which are going on in the Ukrainian society is revaluation of values. What has recently been perceived as stable dogmas is now fully rejected or makes one hesitate.

The institute of education which has to correspond to a line of socio-cultural priorities, restrictions, worldview, and value demands is facing considerable changes. In the structure of socio-cultural orientations of the educational space subjects one can distinguish two mutually interdependent processes: on the one hand, one can observe interiorization of social norms characteristic of professional educational environment, and on the other hand, self-identification which is accompanied by realization of one’s own role in interaction with educational environment. In the situation of socio-cultural crisis value orientations of the educational space subjects are of mainly individual-personal direction, they are connected with the enhancing the role of the material factor. Therefore, the most significant are such values as material welfare, career development, health etc. Values of social character, civil, patriotic, other people’s welfare and welfare of society are perceived as secondary ones.

The prospects of further research are seen in the plane of removing contradictions between subjects’ demands in socio-cultural field which is constantly

being renewed and conservatism of educational institutions, between the aims declared by education and actual results. Of a certain scientific interest is research of social indices of institutionalization of continuous professional education, especially the process of rationalization of the objective need in professional specialization the process of mobilization of means for realization of educational social programs, the process of formatting institutional sub-culture as a phenomenon within the educational practice. In our opinion, challenging are comparative studies of modern institutional models of continuous professional education which is realized in different national systems.

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